

KENTUCKY DEPARTMENT - CCLC19 ORIGINAL - 211
21st Century Community Learn

Check application type - Must be indicated in order for application to be reviewed

☐ **New Applicant (\$150,000)**

☒ **Continuation Applicant (\$100,000)**

☐ **Expansion Applicant (\$100,000)**

Site to be served by grant (2 sites maximum). If more than one site, each must meet all RFA requirements:

1) Clinton County High School DISTRICT DUNS # 082318049

2) _____ SAMS CAGE Code 36TM3

Fiscal Agent Clinton County School District	Co-Applicant Clinton County Public Library
Mailing Address (street, city zip code) 1273 Kentucky Highway 90 West, Suite 103 Albany, KY 42602	Mailing Address (street, city zip code) 302 King Drive Albany, KY 42602
Superintendent/Chief Executive Officer Typed Name: Charlotte Nasief	Superintendent/Chief Executive Officer Typed Name: Gayla Duvall

Grant Writer: Paula Little

Agency Clinton County School District **Telephone No.** 606-387-6480
Fax No. 606-387-5437 **Email** paula.little@clinton.kyschools.us

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21st Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved.

Fiscal Agent: Superintendent/Chief Executive Officer

Charlotte Nasief

Date

11/09/2018

Co-Applicant: Superintendent/Chief Executive Officer

Gayla Duvall

Date

11-9-18

Notary Public

Charlotte McFall

My commission expires:

8/20/19 (Notary Seal)

Assurances Requirements for Applicant and Co-Applicant

1. The applicant assures it afforded reasonable opportunity for public comment on the application before the program application was submitted and has considered such comments.
 2. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427)
 3. The applicant must have a Data Universal Numbering System (DUNS) number.
 4. Administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.
 5. Adopt and use proper methods of administering 21st CCLC, including: the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.
 6. Cooperate in carrying out any evaluation of 21st CCLC conducted by or for the Kentucky Department of Education (KDE), the US Secretary of Education or other Federal officials.
 7. Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.
 8. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with KDE accounting practices.
 9. Submit copies of annual external audit as required by KDE if the applicant is a CBO or FBO.
-
10. Make reports to the KDE and the US Secretary of Education as may be necessary, to enable such agency and the US Secretary of Education to perform their duties and maintain such records, provide such information and afford access to the records as the KDE and the Secretary may find necessary to carry out their responsibilities.

11. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:
- Ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
 - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
 - Maintain the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be \$95,000); and
 - Provide documentation of completed state reports as required.
12. Comply with provisions of Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.
13. Comply with the following acts of Congress:
- a. Single Audit Act of 1984
 - b. Civil Rights Act of 1964
 - c. Gun-Free Schools Act of 1994
 - d. Americans with Disabilities Act 1990
 - e. Pro-Children's Act of 1994
14. Comply with the Stevens Amendment.
15. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
16. Not utilize any federal funds to lobby Congress or any federal agency.
17. Abide by and remain current on collection of and reporting of data.
18. Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.
19. **The school district, as fiscal agent or co-applicant, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection.** (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

20. If a non-governmental agency (CBO or FBO) serves as the fiscal agent, the school district/school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).
21. Meet the minimum number of hours and days as required under program operations.
22. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending.
23. Provide dedicated space in the school(s) served for site coordinator to use daily for program duties and provide dedicated program space in the school(s) served during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities.
24. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly per site served.
25. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. Other funding sources or donations must be secured to provide for the program.
26. Immediately notify KDE of a change of director, site coordinator, or data entry personnel.
27. Allow site coordinators and directors access to 21st Century guidelines and required KDE trainings.
28. Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
29. Provide comparable opportunities for the participation of both public and private school students served by the award.

30. Assurance Regarding Compliance - The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding or pending final report. **Grantees failing to meet one or more of the grant requirements will be "Out of Compliance". Once a grantee becomes non-compliant, it may become necessary to hold funds until any critical issues become resolved. A non-compliant grantee will have thirty days to submit a Compliance Action Plan to KDE for approval and two months to become compliant. Failure to become compliant past the timeline will initiate the termination process.**

31. Assurance Regarding Continuation of Funding - Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of students, applicants will receive continuation funding for grant years four and five. During year three, KDE will review programs to determine eligibility for an additional two years of funding. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students.

32. Assurance Regarding Applicant Ending Grant - If the applicant withdraws mid-cycle from a successfully funded grant, the applicant will be ineligible to re-apply for a future grant to serve the identified school(s) for the remainder of years in the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may re-apply as a continuation applicant but will be ineligible for any priority points awarded to continuation applicants.

33. Assurance Regarding Termination Process - By written notice, the KDE may terminate the grant award for non- performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include, but are not limited to, the failure to:

- A. Provide a high quality program with evidence of academic progress;
- B. Implement the program as described in the application;
- C. Serve number of regular attendee students as stated in the application;
- D. Meet the minimum hours of operations (hrs./days/weeks/summer)
- E. Adhere to assigned assurances;
- F. Submit required reports and documentation in a timely manner;
- G. Use funds in a responsible and appropriate manner;
- H. Resolve a non-compliance audit/monitoring finding;
- I. Submit required data within the given timeframe;
- J. Implement a required Corrective Action Plan

34. Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application (School District, CBO's, FBO's)

35.Assurance regarding Appeals Process - The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015. The Kentucky Department of Education (KDE) is responsible for the administration and supervision of the 21st CCLC program. One aspect of the administration of the program is to ensure that funds are awarded to eligible entities on a competitive basis through a rigorous peer-review process (ESSA, Sec. 4203(a)(4)).

The KDE follows a two-step process for reviewing and awarding applications:

- Employees of the KDE who are familiar with the programs and activities under Title IV, Part B, review all applications for completeness and applicant eligibility (ESSA, Sec. 4201(b)(5)(A)); and
- The KDE selects peer reviewers to review and rate the applications based on an established scoring rubric to determine the extent to which the applications meet the application requirements (ESSA, Sec. 4201(b)(5)(C)).

Award decisions are made by a peer review committee based on the scoring rubric and merit of each application. The KDE's Grants Management Branch role is to facilitate the review process in accordance with state and federal statutes and regulations. Appeals based on a disagreement with the professional judgment of the peer reviewers will not be considered. Peer reviewers are non-KDE employees recruited based on background and expertise in providing effective academic, enrichment, youth development, and related services to children (ESSA, Sec. 4201(b)(5)(B(i))).

Appeals are limited to the grounds that the KDE failed to correctly apply the standards and process for reviewing the application as specified in the Request for Application Guidance and supporting documents.

36. Assurance regarding Letter to Appeal - Eligible entities that wish to appeal a grant application decision must submit a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The letter must be on applicant's letterhead and include an original signature of the authorized applicant representative.

An original letter and two (2) copies of the appeal should be delivered or mailed to the KDE.

The KDE must receive the letter of appeal within 30 calendar days of the written notification of decision. Upon review of the appeal, a response will be provided to the appellant within 30 calendar days.

KDE Mailing Address ATTN: Grants Management Branch, 21st CCLC RFA, Kentucky Department of Education, 5th Floor 300 Sower Boulevard, Frankfort, KY 40601.

Assurances Signature Page

Grantees are expected to comply with all grant requirements and assurances set out in the grant application and signed by the superintendent, executive director, or authorized representative. Failure to comply with federal, state, or grant guidelines may lead to the loss of the grant.

As an official representative of the Fiscal Agent, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

Fiscal Agent Signature and Title

Date

Charlotte Nasief, Superintendent 11/09/2018

As an official representative of the Co-Applicant, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

Co-Applicant Signature and Title

Date

Dayle H. Wall Director 11-9-18

As an official representative of the School, I certify that I have read this application and all assurances. By signing below I approve of this application, on behalf of the school, will ensure the school adheres to all assurances and pledge my support:

School Principal (school being served)

Date

Hacey Evans 11-13-18

School Principal (if more than one school being served)

Date

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21st CCLC Project Summary
Not to exceed three pages

List Program Goals:

1. Increase academic achievement of regularly participating students.
2. Improve non-cognitive indicators of success in regularly participating students.
3. Increase the number of students attending the program 30 days or more during the academic year.
4. Increase access to high-quality programming.
5. Increase access to college/career preparation activities for middle/high school students and increase awareness for elementary programs.
6. Increase educational opportunities for parents and families that support academic achievement.

List Program Objectives:

1. To increase the number of students scoring Proficient in reading and math by 15% by 2022.
2. To decrease the number of student disciplinary referrals by 20% by 2022.
3. To increase the number of students attending 30 days or more by 20% by 2022.
4. To increase the number of students participating in homework help, academic, and social enrichment activities by 20% by 2022.
5. To increase the number of students participating in college/career preparation activities by 20% by 2022.
6. To increase the number of families that are engaged in skill building/family engagement activities by 20% by 2022.

Describe the participants to be served by the program:

The program will serve all 495 students at Clinton County High School (Grades 9-12). 79% of CCMS students receive free/reduced lunch. 10% of these students have been identified as having a learning disability. Low-income students, students with disabilities, and those identified as at-risk academically or behaviorally will be given preference for services. All parents and family members will also be eligible to participate in a wide range of activities.

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
Increased Academic Achievement 1. To increase the number of students scoring Proficient in reading and math by 15% by 2022.	*Supplemental Programs(eg Odyssey Ware) *Certified Teachers *Applicant, Co-Applicant, and partner resources *Research based curricula	*Reading/Math Interventions *SBDM Policy requirements for failing students *High quality after school and summer programming *Homework Help	*Students scoring below benchmark on MAP *Students scoring Novice on KPREP	MAP Data KPREP Data	Percentage of students who score proficiency on KPREP Percentage of students who benchmark on MAP

Increased Non-Cognitive Skills 2. To decrease the number of student disciplinary referrals by 20% by 2022.	*Teacher training on relationship building *Arts Enrichment Clubs (drama, art, music, Postive Actions Club, etc) *Positive Behavior curriculum (PBIS) *Mentors *Counselors	*Activities to help students develop their strengths and relationship building in DOG HOUSE monthly *Character education classes to build self-leadership habits *PBIS reward sessions	All program participants	Discipline Referral records Teacher survey data	Percentage of decrease in disciplinary referrals
Increased Attendance 3. To increase the number of students attending 30 days or more by 20% by 2022.	*Youth Service Center and other partners *21st Century funding *Student Interest Surveys *School Counselor *Youth Advisory Council	*Special Events (Attendance reward parties each quarter) *High quality Afterschool programming *Activities based on surveys from Youth Council	All program participants	Attendance records via CAYEN Student survey data	Percentage of students who increase attendance in the 30 plus days category
Increased Access 4. To increase the number of students participating in homework help, academic, and social enrichment activities by 20% by 2022.	*Youth Service Center and other partners *21st Century funding *Transportation	*Quality afterschool and summer programming *Parent/family meetings *Expand recruitment strategies monthly *Requirement to attend if failing core subjects by SBDM Policy	All program participants and families	Attendance records via CAYEN	Number of students enrolled and participating in activities Number of family members participating in planned activities and events.

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
Increased College/Career Readiness 5. To increase the number of students participating in college/career preparation activities by 20% by 2022.	*21 st Century Advisory Council *Local businesses and community professionals *Local Community College Center *School Site *Youth Advisory Council	*Guest speakers *Career Fair *Community College Fair *Interest Inventories/ILP development	All program participants and families	Attendance records via CAYEN Sign In sheets for family events	Percentage of students who participate in college and career activities Number of college and career readiness activities attended
Increased Family Engagement 6. To increase the number of families that are engaged in skill building and family engagement activities by 20% by 2022.	*Youth Services Center and other partners *Title 1 Coordinator *Co-Applicant *Active Parenting Curricula *Youth Advisory Council *Informal Parent Surveys	*6 or more relevant and engaging skill building activities for families *Coordination with other after school events *Evening GED classes *Utilize Active Parenting Curricula *Parent Leadership Institute	All program participants and families	Attendance recorded at Family Engagement and Skill Builders events	Percentage of families attending the events

PART 1: NEED

Compelling Need for Programs and Services base on Multiple Sources of Data

Clinton County High School has a high level of need for 21st CCLC after-school programming. The sole high school in Clinton County currently serves 495 students, 79% of whom qualify for free/reduced lunch and 10% of whom have been identified as having a learning disability. Data from the USDA Economic Research Service shows that Clinton County has been classified as a "persistent poverty" county, meaning that it has had a poverty rate of at least 20% or more since 1960. According to the 2018 Census Quickfacts, Clinton County's poverty rate (25.3%) is more than double the national average (12.3%). The Kentucky Kids Count Report shows that 40% of children are living in poverty, while 69% live in low-income families. The county's median household income is only \$29,872, compared with a national average of \$55,322.

Clinton County High School students need additional academic assistance, as evidenced by both MAP and ACT scores. Although our school's academic performance has increased dramatically in the past five years, the following table illustrates our students' need for extra help in the core academic subject areas by highlighting just how many still are **not** performing at an expected level.

% of Students NOT meeting annual growth goal on norm-referenced MAP assessment (2017-18 school year)	
<u>Reading</u>	<u>Math</u>
49.6%	46%

ACT scores also prove a need for more academic help for our students.

% of Students NOT Meeting ACT Benchmarks (2017-18 ACT Profile Report)			
<u>English</u>	<u>Reading</u>	<u>Math</u>	<u>Science</u>
53%	73%	90%	81%

Because of the many students who fall behind academically, a large number of students are retained each year. Grades posted for the 2018-19 school year show that 109 of 495 students at Clinton County High School failed at least one course the first nine weeks of school. Student transition rates for the high school are also falling well below state averages. For example, the Kentucky Accountability Report for the 2017-18

school year shows a transition indicator rate of 57.1. For students with disabilities, the number is a shockingly low 17.3, which caused Clinton County High School to receive a TSI (Targeted School Improvement) designation. Student surveys have told us that our students need opportunities after school to make up missed credits, so they can get back on track for graduation. Many of them also need intensive intervention in subject areas, especially math, where they are several grade levels behind their peers.

Students also told us that, often, they just need a quiet, safe place where they can do their homework—and have someone around who can provide help when they encounter difficulty. This situation is not one that most of our students can find at home. First, if our students are lucky enough to have a parent at home after school, most of those parents are unable to provide assistance with high school level work. According to the most recent American Community Survey, only 44.8% of Clinton County's adult population has a high school diploma or GED (compared to a statewide average of over 80%). A survey by the Kentucky Department for Adult Literacy and Education found that 49.4% of the working-age population in Clinton County are reading at Levels 1 and 2, the two lowest literacy levels.

Of course, academic assistance is only one reason why our high school so desperately needs a continuation of its 21st CCLC. Sadly, teenagers in Clinton County suffer from a dearth of opportunities in many important areas beyond academics: a deficiency we feel strongly is assuaged by a thriving 21st CCLC. First, students who live in Clinton County, many of whom are low-income, have limited exposure to the arts. Small and rural, our county does not have a museum, community theater, or even a single dance program. With only one art teacher and one band teacher for over 1,700 students in grades K-12, the district can offer only limited Arts & Humanities instruction during the school day. We believe that our 21st CCLC could offer a variety of art, music, dance, and drama experiences for students.

Next, many of students exhibit signs of poor nutrition and fitness. Data from the mandatory freshman physical education class indicate that more than 50% would be classified as overweight based upon their Body Mass Index. Countyhealthrankings.org (2018) shows that 34% of our population is classified as physically inactive and 35% are classified as obese. Based on informal survey data, we estimate that less than 10% of students currently meet the recommended guidelines of five fruits/vegetables per day and at least 30 minutes of physical activity five days per week. An after-school center with nutritious snacks and a variety of fun fitness equipment, along with multiple opportunities to engage in organized physical recreation, helps our students meet this growing need.

The bottom line is that, aside from participation in varsity sports or church events, our high school students have very few opportunities for positive, organized activities of any type. That is why keeping our 21st CCLC running is so crucial. Although the setting of our small, rural town may call up images of *The Andy Griffith Show*, the reality is far from Mayberry. Our high school has high rates of a number of alarming statistics for teens for everything from out-of-school suspension and expulsions (67 separate incidents during 2017-18) to teen pregnancy (The 2017 Kids Count Data Book shows that Clinton County has a teen birth rate of 47, significantly higher than the state average of one of the highest in the state) to substance abuse (see the table below).

	<i>Last 30 Days</i>	<i>Lifetime Use</i>
% of students who used cigarettes	32%	60%
% of students who use smokeless tobacco	26%	39%
% of students who used alcohol	39%	68%
% of students who used marijuana	10%	40%
% of students who used narcotics	15%	8%

With no malls, video arcades, or even movie theaters, our small rural county of around 10,000 people has no acceptable social “hang-out” for teenagers. Given the reality of what is occurring in our community, it is probably not surprising that, in a

recent Title I survey, both students and parents listed more high quality after-school activities for teens as one of our community's most pressing need.

With our 21st CCLC, we meet a plethora of student needs, not only through direct services to them, but also through services to their families. The 2017 School Report Card shows that parent involvement at the school is low, with only 36% of parents ever attending a parent-teacher conference. As shown previously in this narrative, literacy and education levels for many of our parents are extremely low. We also have approximately 7% of families who have limited English skills. More than just GED or literacy classes, however, our parents need assistance in general parenting skills, such as how to help their child with homework, how to set limits and enforce discipline, how to prepare their child for postsecondary education, and, especially, how to talk to their child about drugs and alcohol.

Participants to be Served by the Project

Clinton County High School has an enrollment of 493 students, more than 10% of whom have some type of learning disability. With our innovative blend of activities, we anticipate serving almost all of the students at some point, but believe at least 30% (or about 150 students) will be regular attendees. Although all students will be eligible, students identified as at-risk of academic difficulties (through grades, test scores, and referrals) or social/behavioral difficulties (through discipline and counseling records and referrals) will receive priority services. We will also strive to serve a large percentage of students with disabilities to facilitate improvement in our TSI area.

Connection Between Proposed Services and Identified Needs

Clinton County High School's 21 st CCLC's Relationship Between Design and Need		
ACADEMIC ENHANCEMENT		
<u>Program Component</u>	<u>Identified Areas of Concern</u>	<u>Goal</u>

Homework Helper Club	Low grades/high levels of retention	#1
Research-based Tutoring	Low academic scores in core subjects	
OdysseyWare Credit Recovery	High # of students failing classes; Dropouts	
After-school computer/internet access	Limited home access to technology for low-income	
CULTURAL, RECREATIONAL, AND SOCIAL OPPORTUNITIES		
<u>Program Component</u>	<u>Identified Areas of Concern</u>	<u>Goal</u>
21 st CCLC "Dog House" open both before and after-school	No organized recreation after-school; no positive teen hangouts; high rates of juvenile crime and drug abuse	#2-4
Culture Club (weekly art, music, dance, and drama clubs)	Few cultural activities currently available; low scores on KCCT arts & humanities	
TEEN SUCCESS curriculum	High rates of teen substance abuse and pregnancy; High incidence of discipline referrals & student suspensions	
Recreation activities after-school; Saturday & evening sports leagues; Fitness equipment in Dog House	Poor health & nutrition for many students; Limited recreational opportunities for youth	
COLLEGE/CAREER PREPARATION		
<u>Program Component</u>	<u>Identified Areas of Concern</u>	<u>Goal</u>
Guest speakers	Low number of adults with high school/college ed.	#5
College/Career Fair	High unemployment levels	
Interest Inventories/ILP development/College Visits	Low numbers of graduates who attend college	
ACT Preparation	Low number of students meeting ACT benchmarks	
FAMILY PARTICIPATION		
<u>Program Component</u>	<u>Identified Areas of Concern</u>	<u>Goal</u>
Weekly parent involvement activities; Parent Volunteers	Low parental involvement in children's education	#6
Monthly Parenting skills classes at Dog House	High need for parenting classes; Parents need help with teenagers; College/Career Awareness for Parents	
On-site Family Literacy/Adult Education/College classes	Low educational attainment & literacy of parent	

How Risk Factors were Remedied and Addressed & Efforts will be Enhanced

During the recently completed grant cycle, our 21st CCLC focused on improving student achievement in the core academic areas, increasing graduation rates, and improving parent education levels. The Dog House activities described in the project summary were used in the past and will be continued because of their strong track record of success. First, Clinton County High School has seen an increase in student achievement over the last five years. Previously, the school did not make adequate progress was facing consequences for low student achievement. Now, not only has our achievement increased, but our graduation rate has risen to an all-time high of 97.2%--a

rise that many school officials are quick to credit to the after-school tutoring and intervention offered at the 21st CCLC.

We have ample data to show that our 21st CCLC activities have been working. That is why we plan to continue most of them. One of our main problems has been low attendance—so we plan to “repackage” our activities to be more attractive to high school students by focusing on choice and variety. To meet newly identified needs, we also plan to make other refinements and expansions. First, we are creating a credit recovery component with Odysseyware to reduce the school’s high retention rate and improve the transition rate for students with disabilities. With less than 50% of our students enrolling in college after graduation (Kentucky High School Feedback Report), we need to offer activities that will enhance college/career awareness and preparation. To improve academic achievement, we will be offering more reading and math tutoring, along with ACT tutoring. We are also introducing the use of the research-based TEEN SUCCESS curriculum to help combat many of the non-academic problems students are facing. Finally, we found that our after-school attendance suffered as a result of limiting transportation due to a shrinking budget. To improve that area, we are offering one-hour of activities before school and providing transportation during after school and summer school—with the help of our partners.

Clear Link Between Identified Needs and Expected Outcomes

Our expanded 21st CCLC services were designed specifically to address improvement in the main areas of need in our district. We expect that this project will allow us to make improvements in the educational achievement and overall quality of life for families in our community. Please note that the link between the needs and expected outcomes found in the next section (pp. 6-7) is explicit. The outcomes reflect measurable improvement in the targeted areas used to prove need.

PART 2: QUALITY OF PLAN

Our 21st CCLC will provide activities and services before and after-school for four

days per week; during the evenings two days per week; and during the summer for students and families. The 21st CCLC will encourage attendance through innovative practices which show that learning at all levels is interconnected and FUN. All activities have been carefully designed to (1) meet identified needs; (2) extend academic, cultural and personal experiences; and (3) be both effective and engaging for participants.

Clearly Developed and Measurable Goals, Objectives, and Outcomes

Goal 1: To increase ACADEMIC ACHIEVEMENT of regularly participating students.
<u>OBJECTIVE FOR GOAL #1:</u> <i>To increase the number of students achieving benchmarks in reading and math by 20% by 2022.</i>
<u>OUTCOMES FOR GOAL #1</u> <ul style="list-style-type: none"> • # of students scoring at the proficient level on ACT in reading & math increases by 10%. • School retention rate decreases by an average of 15%. • % of students who meet annual academic growth goals on MAP assessment increases by at least 5%.
Goal 2: To improve NONCOGNITIVE INDICATORS OF SUCCESS in regularly participating students.
<u>OBJECTIVE FOR GOAL #2:</u> <i>To decrease the number of student disciplinary referrals by 20% by 2022.</i>
<u>OUTCOMES FOR GOAL #2</u> <ul style="list-style-type: none"> • Number of school suspensions decreases by 20%. • Number of students receiving positive behavior rewards increases by 25%. • Number of students who participate in extracurricular activities increases by 10%.
Goal 3: To increase the number of students attending the program 30 DAYS OR MORE during the academic year.
<u>OBJECTIVE FOR GOAL #3:</u> <i>To increase the number of students attending 30 days or more by 20% by 2022.</i>
<u>OUTCOMES FOR GOAL #3</u> <ul style="list-style-type: none"> • School attendance increases to reach a level of 94%. • # of referrals to Youth Services Center for physical, social, or health problems decreases by 15%. • Daily average of students in 21st CCLC activities increases by at least 5 students per school.
Goal 4: To increase access to HIGH QUALITY PROGRAMMING.
<u>OBJECTIVE FOR GOAL #4:</u> <i>To increase the number of students participating in homework help, academic, and social enrichment activities by 20% by 2022.</i>
<u>OUTCOMES FOR GOAL #4</u> <ul style="list-style-type: none"> • # of students who fail classes drops by at least 10%. • # of students who participate in arts-related experiences increases by 30%. • Daily average of students in 21st CCLC activities increases by at least 5 students per school.
Goal 5: To increase access to COLLEGE/CAREER PREPARATION activities.
<u>OBJECTIVE FOR GOAL #5:</u> <i>To increase the number of students participating in college/career preparation activities by 20% by 2022.</i>
<u>OUTCOMES FOR GOAL #5</u> <ul style="list-style-type: none"> • # of students who participate in college visit, college workshop, ACT Prep courses, or college/career fair increases by at least 15%.

<ul style="list-style-type: none"> • # of students who take a dual credit course increases by 20%. • # of students who are considered "transition ready" increases to reach or exceed the state average.
Goal 6: To increase educational opportunities for PARENT AND FAMILY ENGAGEMENT that support academic achievement.
<u>OBJECTIVES FOR GOAL #3:</u> To increase the number of families that are engaged in skill building/family engagement activities by 20% by 2022.
<u>OUTCOMES FOR GOAL #3</u> <ul style="list-style-type: none"> • # of parents who feel their parenting skills have improved reaches a level of 90% in center participants, as measured by a self-report questionnaire. • # of parents who have their first attendance at a 21st CCLC family activity increases by 20. • # of parents participating in school-related activities increases by 25%. • % of parents with a positive attitude about school reaches 90%, as measured by Title I survey.

How Services Support Goals, Objectives, and Outcomes for Academic & Non-Cognitive Success & Participation Level of Families

We believe, and research confirms, that one of our most difficult obstacles is enticing teenagers to attend school-sponsored after-school activities. The reality is that high school students have multiple (and often more dangerous) options competing for their after-school time. In order to get them to select the positive, beneficial activities we will be providing, rather than the detrimental ones they sometimes choose, we spent a great deal of time surveying and interviewing our current high school students. After all, even if our school can offer the finest, most helpful programs in the world, if no students attend, then the effort has been for naught.

After listening to our students, we developed a program to encourage attendance through innovative practices which meet student needs (both academic, social, and emotional) in a fun, teen-friendly environment. The heart of our program is the "Dog House," a 1,200 square foot room with computers, internet access, video games, fitness equipment, a big screen TV, and other equipment and furnishings. The Dog House (named after the school mascot—the Bulldog) is a cool place where teens can get help or just hang out and participate in safe, fun activities with their friends.

Our 21st CCLC is designed to have sufficient choice of after-school activities so that each student might find something to benefit him/her. Classroom teachers or parents will refer students into the program, or students can refer themselves. Varying instructional approaches and different recreational and cultural classes each week also mean that high school students who attend the center regularly will not become bored with stale offerings.

Additional program components, such Teen Success classes, have been added to meet

serious needs identified by the school administration and discussed in the needs section of the narrative. Besides the aforementioned Dog House, which will have be available for students who do not wish to participate in an “organized” activity, the table below gives an overview of the project's key components. We hope parent attendance is also increased with our new, more relevant series of workshop and their immediate connection to identified needs.

STUDENT SERVICES (Academic)	
Activity	Description
Research-based Academic Tutoring (Goal #1)	Students receive reading and math remediation using research-based curricula that meet state standards and correspond with regular school day instruction
Homework Helpers (Goal #1)	21 st CCLC staff, accompanied by retired teachers & high school and college volunteers, help students complete homework assignments.
OdysseyWare Credit Recovery (Goal #1)	Students use this research-based program to help recover credits from previously failed classes and get back on track for graduation.
ACT Prep Workshops (Goals 1 & 5)	Students can sign up at the Dog House for after-school workshops to improve ACT scores.
Dual Credit Classes (Goals 1 & 5)	Evening dual credit classes through Campbellsville held after school as part of 21 st Century activities
STUDENT SERVICES (Noncognitive)	
Culture Club (Goals #2-4)	Students participate in a different cultural activity each day of the week: Mondays will be Jam Session for students who play instruments; Tuesdays will be Dance Club for students who want to learn different dances; Wednesdays will be Drama Club where students develop theatrical performances; and Thursdays will be ArtSmart where students explore different mediums of visual art.
Teen Success classes (Goals #2-4)	Teens meet with a community mentor to learn to meet challenges by using the principles of personal development—enhancing skills like goal-setting, dream-building, self-motivation, time management, and creating high self-esteem and a sense of purpose. Mentor will use proven curricula from the Success Foundation.
Special “Top Chef” Events (Goals #2-4)	At least one special culinary activity per week to encourage attendance
Recreational Activities (Goal #2-4)	Different recreational activities (e.g. aerobics, hiking, weight lifting, etc.) that vary by season and interest
Youth Sports Leagues (Goal #2-4)	Intramural leagues for students who want to play sports (e.g. basketball, volleyball, flag football, etc.) for fun, but are not involved in varsity athletics.
College Prep Activities (Goal #5)	Evening college/career fairs; Evening college visits with GEAR UP; College Prep Workshops
FAMILY PARTICIPATION SERVICES (Families)	
Special Parent Involvement Activities (Goal #6)	The 21 st CCLC director will organize activities and invite a different group of parents monthly to visit the school. For example, the Jam Session students perform a small concert or the FFA students provide greenhouse tours, etc.
GED/Literacy/Classes (Goal #6)	Adults can participate in educational advancement while children attend 21 st Century activities. Held at convenient times.
Parenting Skills Workshops (Goal # 5 & 6)	Parents learn various skills such as budgeting, healthy eating, preventing drug abuse, filling out FAFSA forms, using Rosetta Stone for English, etc. delivered by expert guest speakers at least one evening per month at the Dog House.
Volunteer Program (Goal #6)	Parents can take part in school activities by serving as volunteers.
Parent Leadership Training (Goal #6)	Parents can participate in trainings for how to improve their parenting skills based upon the Parent Leadership Institute from the Prichard Committee

Connections Between Program Offerings & Kentucky Academic Standards

Our 21st CCLC will have a strong connection to what is taught during the regular school day. All core content and related arts classes at CCHS are tightly aligned with

Kentucky Academic standards. 21st CCLC staff will communicate regularly with regular classroom teachers to ensure academic tutoring and homework help supports the classroom instruction. Teachers can refer students who need assistance with specific homework assignments or who need help mastering a certain standard. Along with e-mail and face-to-face meetings, communication will be facilitated by the 21st CCLC site coordinator's access to regular lesson plans via the school's approved lesson plans found in the shared Google Curriculum Drive.

How Program will Improve K-3 Reading Proficiency

N/A Program serves high school students.

How the Activities and Services meet the Principles of Effectiveness

Objective data (including KPREP, ACT, and PLAN scores, grades, retention rates, discipline records, etc.) were used to document the need for proposed student activities. Other data (including parent volunteer hours and economic and education level statistics) were used to develop the comprehensive family participation services. Information from surveys and focus groups with prospective participants was also utilized when making decisions about the program design. For example, our first 21st CCLC grant included a Saturday component, but data showed that very few students utilized this service. Therefore, we have eliminated it.

Performance measures will be used to ensure high quality academic enrichment opportunities. Students will take MAP testing three times per year to measure academic progress. Other measures such as grades and teacher surveys will showcase the results of student enrichment activities, while GED, TABE scores, and parent surveys will give continuous feedback on the quality of family education activities. During bi-weekly staff meetings, the 21st CCLC Director will lead staff discussions and lesson plan reviews to monitor the effectiveness of activities. She will also take regular satisfaction surveys from students and parents.

Program activities also have a strong scientific research base. The academic tutoring in reading and math and credit recovery program will use curricula from OdysseyWare scientifically-proven to help students meet academic standards. The research-based OdysseyWare program will help students successfully complete previously failed courses and gain credits to put them back on track to graduate with their peers. Similarly, Rosetta Stone, a research-based and verified language acquisition program, will help ELL students who want to improve English skills or challenge other students to explore and learn new languages. Licenses and materials for each of these programs have been or will be purchased by the district for use in the after-school program.

In addition to the academic components, other program elements are also strongly supported by scientific research. Teen Success is a character development approach that teaches teens the fundamental principles of personal development and gives them the resources to help them reach their full potential. A great deal of research about its effectiveness can be found at successfoundation.org. GED preparation for participating parents will entail use of state-recommended curriculum and software. For parenting skills, the Prichard Committee's highly successful Commonwealth Institute for Parent Leadership will serve as the model. Staff will attend a Prichard Committee training for Parent Leadership to facilitate proper implementation.

Process for Linking Activities and Curriculum to School Day Learning

To link curriculum and activities to school day learning, 21st CCLC staff will attend professional development sessions with regular school staff, including training in lesson plan development and curriculum alignment. Next, all 21st CCLC staff will have access to each grade level's curriculum maps and lesson plans through a shared folder on Google Drive. Connection with school day instruction will also be enhanced through notes from classroom teachers on daily Student Referral Forms. 21st CCLC staff will attend faculty and pertinent PLC meetings to allow regular teachers to review after-

school activities. Guaranteeing that activities are parallel with and complementary to school day learning must be an ongoing process, not a one-time meeting.

Plan for Communicating with School Day Teachers on a Daily Basis

Communication about student classroom performance is vital to providing needed support to students before and after school. To facilitate communication, in addition to the Shared folder on Google Drive, after school and regular school staff will communicate via email. Classroom teachers will complete Student Referral Forms to give 21st CCLC teachers information about specific assignments/skills on which students need to work. The referral form will be emailed to all teachers at the beginning of the school year and placed on the district website for easy use. Communication, however, is a two-way street. Through email, 21st CCLC staff will communicate student progress back to teachers with a Progress Monitoring Snapshot. 21st CCLC staff will also attend school faculty meetings in order to meet in person with teachers and have face-to-face conversations as needed.

Connected Programs and Services to Identified Needs of Students & Families

School personnel and partners conducted a thorough needs assessment, including student & parent surveys, to pinpoint needs of students and families. Please see the chart on pp. 5-6 that explicitly lists the programs and services that will help meet targeted needs of students and families.

Increase CCR Awareness and Support College/Career Culture or Increase State Benchmarks for Readiness Among Participants

The 21st CCLC will be an important part of our high school's college/career ready culture. First, students will have the opportunity to receive academic tutoring and credit recovery services in order to improve their skills and get on track for graduation. Additionally, the 21st CCLC will offer ACT Prep workshops (proven Torchprep curriculum) to help students who are trying to increase their scores and meet postsecondary benchmarks.

Through partnerships with Campbellsville University and the GEAR UP program, we

can offer students exciting college preparation opportunities after school. First, Campbellsville will be provide on-site evening courses that students (and parents) can take for college credit. Students' postsecondary planning will be enhanced though after-school college visits and college preparation workshops provided by GEAR UP.

Of course, supporting a college and career culture takes more than just an academic focus. Students must develop and practice attributes that will lead to future success. During Teen Success classes, 21st CCLC volunteers will help students to develop positive behaviors, strong work ethic, and responsibility, while avoiding dangerous and risky actions. Goal-setting and planning for a productive future, which are key components of the Teen Success curricula, will help participants to develop and keep that college/career focus.

Finally, students are always heavily influenced by the knowledge and beliefs of their parents. That is just one reason our 21st CCLC has such a strong family component. Parents will have the opportunity to participate in a variety of educational experiences themselves, from adult education to college classes to parenting skills. Moreover, several of the monthly family meetings will have a college/career focus, so that parents have adequate information and are thinking seriously about their children's futures. Evening meetings will include presentations on saving for college, completing financial aid forms, understanding student test data, and career pathways, among others.

How Program Staff will be Recruited, Retained, and included in District Professional Development

Staff will be recruited from both certified and classified district employees, as well as community members with specific expertise. Advertising positions and conducting interviews will ensure hiring the most highly qualified persons. Additional weight will be given to applicants having previous successful experience in delivering after-school programming. (See job descriptions in attachments.)

The 21st CCLC Director will hold staff meetings every other Friday. These meetings

will encourage retention by listening to staff opinions and preventing or remedying difficulties and/or dissatisfaction. They will also be used to monitor staff for continuing quality. The director will review lesson plans and activities to ensure that they are (1) active, fun, and enticing for students; (2) connected to the regular school curriculum and core content; (3) adequately staffed with appropriate materials.

21st CCLC staff will be included in school district professional development, which will include four days of curriculum alignment and lesson planning at the beginning of the school year. 21st CCLC staff will also participate in faculty meetings and quarterly curriculum meetings with school staff on an ongoing basis. Through a partnership with GEAR UP, the 21st CCLC staff will be able to attend Torchprep training to learn to deliver effective ACT prep classes for students during after-school time.

Along with the joint training sessions, 21st CCLC staff will have project-specific PD to ensure proper grant administration and delivery of services. The district Assistant Superintendent, 21st CCLC Director, and outside experts will conduct the various training sessions. After the school year begins, PD will be an ongoing, job-embedded process for the duration of the grant, so that staff continues to grow and improve.

Definite Timeline for Professional Development

Type of PD Experience	Timeline/Duration
Orientation to 21 st CCLC, overview of job duties, and training in proper documentation and record-keeping	July 2019
Training in providing after-school tutoring using reading & math research-based programs; Training with regular school staff on curriculum alignment	August 2019 Four Days
Designing Innovative After-School Activities/Curriculum Follow-up w/Regular Teachers	Sept. 2019/ Quarterly
Torchprep (ACT prep) Training	October 2020
Prichard Committee Parent Leadership Institute Training	January 2020
21 st CCLC State and National Meetings	As Scheduled
Staff Meetings to Review Progress & Develop Plans	August 2019/Bi-weekly
Social marketing/Positive Communication Training	July 2020
Planning for Sustainability Training	July 2021

PART 3: PROJECT DESIGN

Experience with Implementing an Afterschool/Out of School Time Program

The Clinton County School District has ample experience in implementing quality after-school programming. Clinton County's Extended School Services program, which has been included in a Kentucky Department of Education "Best Practices" publication, has continued to exhibit high quality. The district has also successfully implemented a variety of Saturday and summer activities for children, including transition initiatives to help prepare struggling students as they move from one school to the next. Furthermore, school personnel have extensive experience in conducting a wide variety of evening programs for families enrolled in Preschool Partnership, Family Literacy, Title I, and Dropout Prevention programs.

Finally, and most importantly, the Clinton County School District has successfully operated a 21st CCLC program for over fifteen years. Data already presented in this narrative and also found in the appendix verify that the program has been effective in improving both student outcomes and parental involvement. In fact, the district's 21st CCLC program has been one of only two Kentucky programs highlighted in "America's Afterschool Storybook: Commemorating 10 Years of 21st CCLC's" found on the Afterschool Alliance's website.

Extent to which Programs and Services will be Provided for Students

The 21st CCLC Dog House will be open Monday—Thursday from 7:00-8:00 a.m. before school and from 3:00-5:00 p.m. after school. Students can use the facility as a safe, supervised place to socialize, a place to do their homework or complete research for a school project, or a central point where they can sign up for a variety of other activities, including credit recovery, culture clubs, or recreation. After-school activities will be scheduled in one-hour blocks to encourage student choice, prevent boredom, and pair academic enhancement with recreational and cultural activities. Students will sign up for activities, which will be limited to a recommended 1:15 teacher/student ratio. Some activities will meet daily (Homework Helpers and Credit Recovery), while the

Culture Club will feature a different focus for each day of the week. For variety, recreational activities and sports leagues will change regularly. Here is a generic sample daily schedule to give the reader a clearer idea of the program. A new slate of offerings will be posted each week in the Dog House and on the local cable access channel to facilitate sign-ups.

Sample CCHS 21st CCLC Daily Schedule					
		7:00-8:00 a.m.	3:00-4:00 p.m.	4:00-5:00 p.m.	5:00-7:00 p.m..
Dog House Open Time					
Homework Helpers					
OdysseyWare Credit Recovery					
Rosetta Stone Language Software					
Top Chef (Culinary Class)					
Culture Club (Art, Music, Dance, or Drama)					
Aerobics/Fitness					
Ping Pong Tournament					
4-H Catapult Building					
Intramural Volleyball League					
GED/Literacy Class for Parents					
Academic Showcase for Parents					

Finally, family activities will be held mainly in the evenings for the convenience of working adults. Families will have a nice selection of activities from which to choose (e.g. parent evening meetings, parent involvement activities, Parent Showcases, GED, etc.) and will be able to find at least one 21st CCLC fun and enriching activity per month in which to participate.

Definite Timeline for Implementing Services

Summarized Project Activity	Responsible Party (ies)	Timeline (Beginning to Completion)
Publicizing grant/Hiring staff	School superintendent	July 2019
Training for staff	Supervisor/Project Director	July 2019—Ongoing
Contacting partners	Project Director	July 2019—Ongoing
Conducting Advisory Council mtgs.	Project Director	August 2019—Quarterly
Equipping and updating Dog House	All Project Staff	August 2019
Communicating with regular classroom teachers	All project staff, but especially Site Coordinator	August 2019—Ongoing
21 st CCLC Staff Meetings	Center Director	August 2019—Bi-weekly
After-school Clubs/Activities	Center Director/Site Coordinator	September 2019—Ongoing
Monthly Parenting & GED Classes	Center Director	September 2019—Monthly
Culinary Classes	Center Coordinator/Partners	September 2019—Weekly
Youth Sports League activities	Center Director/Wellness Center Director	September 2019-February 2020; Annually
Project Success/Drug & Alcohol Counseling	Site Coordinator/ School Counselor	October 2019—Ongoing
ACT Workshops	Center Director	November & February annually

Process of Identifying Students to be Served; Recruitment & Retention

Although all students are welcome and encouraged to attend, the program will

target low-achieving students who are not meeting growth goals. Students will be identified through each school's RTI Committee, who will recommend student attendance at 21st activities based upon academic and/or behavioral needs. Teachers will also be able to refer students who are failing classes or getting behind in their regular schoolwork.

21st Century staff will conduct both broad and targeted recruitment. A broad recruitment strategy will entail disseminating information on attractive flyers and through traditional and social media about the many "fun" opportunities available through 21st Century. Targeted recruitment will occur by sending letters home and making individual personal contact with students who have been identified and referred, but are not attending. Additionally, the schools will develop policies to recruit more students into the program. For instance, students will be required to make-up missed exams during 21st Century time, rather than during the regular school day.

Our program has been specifically designed to retain students by (1) mixing academic assistance with recreational activities; (2) providing students with a high level of choice in their activities; and (3) designating specific areas and adults as "21st Century" to develop a sense of family and belonging. The program will also be flexible to enhance student retention. We will adapt the program to meet individual needs as they arise. For example, setting up homework help for sports teams to dovetail their practice sessions or developing new cultural activities to support classroom learning.

Method of Including Students Enrolled in Private Schools

Although our district does not have any private schools, we send a letter to each home school inviting those students to participate in 21st Century activities. If any home school were to indicate an interest, the 21st Century Director would consult with them to determine the activities that best met their child's needs.

Safety and Accessibility of Program Site

Clinton County High School meets all state safety guidelines and is handicap

accessible. The school will be open for 21st CCLC activities Monday-Thursday from 7:00-8:00 a.m. and from 3:00-5:00 p.m. Their facilities will also be available for use during the evenings from 5:30 to 7:00 and in the summer. The school principal has guaranteed 21st CCLC activities will receive priority when scheduling facility use for after-school events.

Timelines for Practicing Emergency Drills in the Afterschool Program

For consistency and clarity, emergency drills will be practiced in the afterschool program on the same days they are practiced during the regular school day. There will be a total of 2 earthquake drills, 2 severe weather drills, 4 lockdown drills, and 11 fire drills. One drill of each type will occur no later than 30 days after school begins (2 for fire drills) and another of each type in January. The 21st Century Director will be present and will assist the site coordinator and staff in carrying out the drills. Drills will be scheduled and documented through the district's Navigate Prepare application.

Facility in which the Program is Located

The program is located in Clinton County High School. Some activities will be hosted by partners at various sites throughout the community (e.g. Wellness Center Pool, Mountain View Park, Tennis Courts, etc.). All locations meet safety requirements. 21st CCLC will have use of the gym, computer labs, classrooms, cafeteria, library, and Dog House—an area set aside specifically for after-school activities.

How the Program will Address Transportation

To ensure accessibility for all students, the 21st CCLC will provide transportation daily after the program ends at 5:00 p.m and to and from Summer School. The costs will be divided among 21st Century, Extended School Services, and the Cooperative Extension Service (through a grant). Along the same lines, the Title I program has set aside funding to provide transportation and childcare respectively to families who wish to attend evening meetings and indicate a need for these services.

PART 4: COLLABORATION AND PARTNERSHIP

Coordination with Existing Federal, State, and Local Programs & Role of Partners in Development Plan and Overseeing Implementation/Review

All existing programs/partners were consulted and provided input during the development of the 21st CCLC plan. Each partner attended at least one face-to-face meeting regarding the direction of the 21st CCLC continuation grant and their organization's role in the program. A number of partners have also agreed to serve on the 21st CCLC Advisory Council, which will have a key role in overseeing implementation and making evaluation decisions. Because we are a small community, we felt it important to involve a large enough group of partners to expand services (and facilitate sustainability), yet not too many as to be unwieldy. We only included those partners making active contributions to the program. Following is a summary of the most important existing programs/partners with which we will coordinate services:

- Work Skills U: providing personnel to teach GED and adult literacy classes; encouraging adult volunteers for recreation programs
- Campbellsville University: Providing on-site evening college classes for adults and high school students; Collaborating on parent skill-building workshops like FAFSA & ILP's
- Chamber of Commerce: Providing individuals to serve as speakers for the parent involvement activities; providing donated prizes for parent meetings
- Clinton Co. Extension Service: Providing personnel to teach after-school food and nutrition classes; 4-H club after-school; provide staff for special events; sharing transportation costs.
- Clinton County Park/Recreation Board: Providing free facilities and space for sports/recreation activities; providing personnel to clean and maintain facilities.
- Community Education: Coordinating all volunteer programs; producing promotional materials; furnishing advertising in the district newspaper; disseminating information
- Extended School Services: Combining after-school program administration and tutoring; providing funding for research-based program materials; sharing transportation costs
- Youth Services Center: Serving as central point for after-school sign-ups; helping 21st CCLC families in crisis; providing supplies and materials; providing personnel for classes
- Food Services: providing snacks for after-school and meals for summer camp
- GEAR UP: providing Torchprep training for 21st CCLC instructors; organizing and funding college visits after school hours; collaborate to set up college & career fair after school; assist with parent skill-building workshops dealing with FAFSA, ILP's, and career pathways
- KY-ASAP: Providing expert speakers for parenting workshops and Teen Success Club

- Migrant Education: Providing partial salary (.10) for 21st CCLC Director; coordinating summer activities with 21st CCLC.
- Title I: Providing food for parent involvement activities; sharing service of Parent Liaison; purchasing curriculum materials and supplies for after-school research-based tutoring and academic enrichment activities; providing up to .4 of 21st CCLC Director salary; providing funds for OdysseyWare and other academic programs
- Title V: Taking over salaries of after-school academic enrichment instructors in Years 4-5 as the 21st CCLC grant amount diminishes; providing funds to pay for quarterly after-school cultural performances; funding tutoring software.
- Twin Lakes Family Wellness Center Providing personnel to conduct after-school recreational classes and to develop and implement intramural sports leagues for students not currently playing organized high school sports.

Minimum of Six Meaningful Skill Building Parent/Family Activities

Through collaboration with Title I, Community Education, and GEAR UP, the 21st CCLC will offer a series of skill-building activities for parents. (Only the parents of 21st CCLC students will be served with these workshops.) Based upon survey data, we have determined a need for the following workshops at CCHS:

- English classes for ELL parents using Rosetta Stone
- Techniques parents can use to assist students with homework
- Financial planning/College planning
- Using the Individual Learning Plan (ILP)
- Adult education/GED classes
- Active communication classes/Communicating with teachers
- Parent Leadership Institute from Prichard Committee

In addition to these workshops, parents will also have the opportunity to participate in a variety of family engagement activities, like a student showcase where students perform and “show off” skills they have learned at school. We hope to develop a sense of “belonging” in our students and their parents, where 21st Century activities are seen as not just practical, but comfortable. We want each individual family to feel like they are part of our bigger 21st Century family.

Ongoing Support and Collaboration Between Applicant & Identified Partners

Including a variety of small businesses, we have 22 partners, each of whom will make valuable contributions to the 21st CCLC. Community partners' roles include

providing personnel for clubs and activities; providing referrals; donating supplies, instructional materials, and attendance incentives; promoting awareness of the program; allowing the use of equipment and facilities; providing cash donations; assisting with project evaluations; serving on the Advisory Council; and helping to find volunteers. These partners have already committed to participate in our after-school effort. Our goal is to add at least another five community partners to the list within the next three years. (A complete list of partners, as well as their specific contributions to the program, can be found in the attachments.)

Plan for Continuing Program Beyond Grant Funding

We believe that our plan has credibility, as we effectively implemented our initial plan to continue the original level of services when funds were reduced from the starting level of \$150,000. To continue our march toward sustainability, we will utilize the following:

- Equipment and materials purchased for the 21st CCLC during the last grant (i.e. computers, Lego kits, sports equipment, etc.) can continue to be used year after year.
- Volunteers and use of staff time from other programs will be expanded each year to lessen the cost of personnel and increase the number of activities. Already, adult education, family literacy, Cooperative Extension Service, and many others are providing staff to teach classes.
- The school has agreed to give some staff flexible schedules, so that they can work from 7:00-2:00 and supervise the Walking Club and computer lab in the mornings. More flexible scheduling will occur to provide after-school staff in later years.
- Partners (Title I and Migrant Education) are stepping up to provide partial salary for the 21st CCLC Director. The Director position has also been reduced to a .5FTE. All staff salaries will gradually be absorbed by other continuing programs.
- Families will be charged small fees (on a sliding scale) for participation in some activities (such as sports tournaments), but never for academic help. The transition to more fee-based programs will be gradually increased over the grant period.
- The school will seek businesses and other agencies to gradually take over activities. (For example, the Wellness Center to run the after-school sports clubs and the arts council to provide cultural events.)

- District personnel will continue to write grants and seek funding from other sources, so that services can be expanded.

Plan for Convening an Advisory Council and Securing Partners

The grant will be governed by an Advisory Council, which will meet quarterly. The Advisory Council will provide advice, such as program direction and specific activity content, to the Project Director. They will also be crucial for using evaluation data to foster continuous program improvement and planning for sustainability. The Advisory Council will include representatives from partner agencies and organizations, local business and industry, school district partner programs, adult participants in center programs, youth participants in center programs, and the principal from each participating school. The following individuals, who assisted in the development of this proposal, have already agreed to continue serving on the 21st CCLC Advisory Council:

Advisory Council Member	Group Represented
Stacey Evans	CCHS Principal
Junior Cecil	4-H Agent
Tonya Thrasher	Youth Services Center
Ammie Marcum	Community Education
Nicole Cross	Parent/Adult Educator
Christy Neutzman	County Extension Office
Amanda Reneau	Parent
Sandra Guffey	Twin Lakes Family Wellness Center
Makaya Gregory	Student
Willard Johnson	Chamber of Commerce & Monticello Bank President
Erin Casada	GEAR UP
Paula Little	Parent/Title I Coordinator
Gayla Duvall	Clinton County Public Library

Collaborating/Communicating with Families about Student Needs/Progress

School and district level personnel, current 21st CCLC staff, parents, students, and the many community partners detailed in the attachments were consulted and their ideas incorporated into the final product. Through surveys (with students and parents) and meetings with school officials and community partners, we decided which elements of our current program should be continued and how those elements could be improved. The high level of communication with families will continue by providing parents with the results of regular progress monitoring checks for students involved in academic activities. Parents will receive both written and oral communications at least

quarterly to let them know their child's progress and encourage them to participate in parenting workshops to continue that improvement at home. Parents will also have the 21st CCLC contact information, with instructions for how to contact the Director with any concerns if student needs are not being met.

Disseminating Plan about Program to the Community

The program will utilize the traditional media outlets of radio and newspaper to disseminate information. The following more innovative methods will also be used:

- Brochures and flyers in English and Spanish to be placed throughout the community, given out at community events, and sent home with students
- Showcase of student work and 21st CCLC products at School Open Houses
- On-site informational meetings and parent skill-building activities at Keystone Foods
- 21st CCLC Director to speak and set up informational table at various community events, including Interagency Council, Foothills Festival, Redi-Fest, etc.
- A regular section devoted to 21st CCLC in the school district newspaper *Paw Prints*
- Use of the cable access channel, district website, and district Facebook page to disseminate information about upcoming 21st CCLC activities and how students can sign up

Signed Co-Applicant Agreement Attached

Clinton Co. Public Library (co-applicant) agreement is in the attachments.

Minimum of Five Signed Partner Agreement Letters Attached

A total of 22 signed partner letters are attached.

Signed Private School Consultation Form

There are no private schools in the county. Home schools were sent a letter and declined to participate.

PART 5: PROGRAM EVALUATION

Clear Methods for Measuring Goals, Objectives, and Outcomes for all Six Goals

The keys to the evaluation of the Clinton County 21st CCLC project are found in the specific measurable objectives and outcomes for the project and in the use of the Continuous Improvement Model. (Please see the measurable goals, objectives and outcomes on pp. 6-7). It will be easy to check data and see if objectives and outcomes

are being met. Evaluation will be both formative and summative. Baseline data for all students will be gathered at the beginning of the program. Assessment of the program will be based upon participation, quality, impact, and efficiency, each of which will be checked quarterly. Project staff will gather the data and set benchmarks for achievement to be met at the end of each quarter.

Variety of Data Sources to Monitor & Document Ongoing Program Impact on

To determine the overall success of the program in terms of participation, the project staff will collect data relating to specified objectives. Informal data will include attendance rosters for all program activities and events to determine the # of children and adults served; program schedules to document the number of extended hours the schools were open; and a list of the types of activities offered. These figures will allow the evaluator to determine if the program is being implemented as proposed.

Additional formal data must also be gathered to determine the impact that the 21st CCLC services have had on the intended population. Again, because the program's outcomes are so specific and measurable, evaluation can be precise. The staff will gather achievement test data, teacher reports, retention rates, and goal achievement data to assess the impact on student achievement. A thorough review of all records in the APLUS system will occur on a regular basis. Other activities designed to impact student behavior will be assessed by researching changes in school discipline referrals, suspensions, youth service center referrals, attendance, and student health statistics within schools.

The outcomes regarding family participation can be similarly measured. Project staff will collect data concerning changes in adult literacy levels and GED attainment; self-reported and observed changes in the acquisition of parenting skills; and the overall level of parental participation in children's school-related activities.

Individual Student Academic and Non-Cognitive Success

21st CCLC teachers will complete short progress monitoring forms each week that note both academic and behavior performance of students. Based upon observations,

these short-term snapshots will ensure that students are moving forward, or if not, can receive an appropriate change in services. Long-term academic success will be determined by viewing a combination of regular classroom grades, along with ACT and MAP test scores. Long-term non-cognitive success will be determined by viewing a child's school attendance and disciplinary records.

How Data will be Used for Whole Program Improvement

Project evaluation must also determine whether or not 21st CCLC activities have been of high quality. Through student and parent surveys, the project director will seek to determine the level of satisfaction with program activities. The project director will also lead the staff in completion of the Youth Program Quality Assessment (YPQA) to evaluate the overall quality of the program and determine further staff training needs.

Finally, the Advisory Council will gather qualitative data on each project activity to assess its efficiency. In this way, we can evaluate process as well as outcomes. To that end, the Advisory Council will attempt to answer the following questions about each activity during their quarterly meetings:

1. What types of services are being provided?
2. Is each type of service being provided as described in the grant proposal?
3. What is the cost of each type of service being provided?
4. For each type of service, what is the number of clients being served?
5. For each project activity, to what degree was the activity accomplished?
6. For each project activity, what were strengths and weaknesses of the activity?
7. For each project activity, what modification, if any, need to be made?

What to Do if Adequate Student Progress is not made based on Mid-year Measure

At their quarterly meetings, the Advisory Council will use data collected on participation, quality, impact, and efficiency to determine if sufficient progress has been achieved and to make corrections should certain activities prove to be nonproductive or not cost effective. The Advisory Council could recommend changes that include, but are not limited to, timing of activity, location, topic, or presentation of material.

Progress must be monitored on not just a programmatic, but an individual basis. Student grades, MAPS test scores (on-line tests which measure core subject area progress), discipline records, and goal attainment will be checked quarterly to determine

individual 21st CCLC student progress. If attending students are not making sufficient progress, then adjustments to activities, instructional strategies, and scheduling will be discussed during bi-weekly staff meetings. The project director will also meet with regular classroom teachers to discuss student progress and take recommendations to improve the service provided.

Lead Person & System for Collection of Required Data to Support Student Progress, Program Implementation, and Data Reporting

The lead evaluator for this project will be 21st Century Director, who has experience in the position. She will be assisted by the district's Assistant Superintendent, who has over twenty years' experience in writing, implementing, supervising, and evaluating state and federal grants. She has previously conducted project evaluations of 21st CCLC projects in Clinton County and other Kentucky school districts. The 21st Century Director will gather all required data to enter into the CAYEN system. The project director will also gather additional data to determine student progress (e.g., student data sheets, grades, etc.) and program implementation (e.g. activities accomplished, number of participants, etc.). The data will be entered into the CAYEN system on a weekly basis. It will also be analyzed and the results presented to the Advisory Council.

PART 6: BUDGET

Reasonable Reflects Cost of Proposed Activities in Relation to Students Served

Of the 495 students we plan to serve in some capacity, we anticipate at least 150 (or 30%) will be regular attendees. Thus, our average cost is \$202 per student (\$667 if you only count regular attendees).

Process for Maintaining Separate Accounting of Funds and Tracking Employees

Separate accounting records related to grant funds will be kept in the district Central Office. Using the state-mandated MUNIS accounting program, the district finance officer will reconcile project accounting records with a monthly, computerized statement from the Central Office. Expenditures will be made through purchase orders, documented check requests and travel expense reports through the Accounts Payable

Office. All employees will keep a time sheet that will be verified and signed by the 21st Century Director before any payments are made. The 21st Century Director will keep a calendar and time/effort log to be verified and signed by the Assistant Superintendent. An annual external audit will assure full accounting and management compliance.

Applicant's Administrative Capacity to Manage Program and Fiscal Resources

The Clinton County School District has a history of successfully managing numerous grant programs, including Read To Achieve, Math Achievement Fund, Striving Readers, as well as previous 21st Century grants all of which were always in good standing. The 21st Century project will be supervised by the district's Assistant Superintendent, who has supervised federal, state, and foundation grant budgets totaling over \$50 million dollars. She will provide the expertise to ensure that grant requirements are completed on time and within budget. The district has also committed to provide needed fiscal resources beyond the grant budget needed to achieve the project's aims. For example, the director will have an office and needed technology furnished by the district, while each school will set aside adequate space and equipment use for 21st Century. Additional resources, such as sports fields and equipment, chromebooks, instructional supplies, etc. will be made available for use by 21st Century as needed.

Detailed Budget Narrative that Itemizes Uses of Funds

The attached budget narrative clearly specifies the use of all funds and breaks down expenses. All expenses are directly related to project activities. Required expenses are also included. For example, the budget includes \$1,000 (or 1%) of funds for family engagement and provides funding for required staff travel to 21st CCLC trainings.

Sufficient Fiscal Resources and Other Funds to Support Plan with a Commitment to Sustain Over Time and Not Supplant

Though judicious use of funds and support from our many partners, we will be able to offer a wide array of quality activities for \$100,000. Personnel, supplies, and equipment are listed for all proposed activities, either in the budget request or the contributions from other programs or partners. Certain cost-saving measures are

evident in the budget. For example, the 21st CCLC Director will also serve as the site coordinator for the summer camp. Because we are requesting a continuation, it is not necessary to have a full-time person devoted solely to administration. Thus, the program director should be able to complete her administrative duties in approximately 10-12 hours per week, allowing us to spend the majority of funds on direct services to students. Most other personnel will be employed on a contractual basis, so they are paid only for the exact hours worked. Please see pp. 8-9 for a reminder of the funded activities and the budget narrative for evidence of cost-effective planning.

A substantial amount of non-grant funds from other programs and community partners will support this project. This partner support will allow us to commit to sustainability and avoid supplanting. Contributions from partners, both monetary and in-kind, are specified and guaranteed in their partnership agreements.

Budget Category	Non-Grant Funds	Uses of Funds
Personnel	\$53,930	40% of 21 st CCLC Director salary from Title I and 10% from Migrant Ed.; Before school and after school staff from a variety of sources (e.g. Adult Ed.; Family Literacy; Extension Service, Youth Services; GEAR UP; Local District rearranging work schedules)
Fringe	\$16,811	Fringe for the above
Travel	\$500	Extra money to fund 21 st CCLC travel to meetings
Supplies	\$1,500	Curriculum materials; Misc. supplies for clubs; Food for volunteers; Cash Donations; Parenting class supplies; Family Lit. Meeting Drinks; Parent Meeting Food; GED/Adult Class supplies; Student licenses for Odysseyware, Rosetta Stone, and Study Island
Parent & Family Engagement	\$2,000	Supplies and materials (including light refreshments) for family literacy and math nights, as well as series of parent workshops furnished by Title I and Youth Services Center, and GEAR UP.
Contractual	\$750	Instructors for recreation classes; Parenting Workshops, Summer Camp, Speakers for integrated events; Contracts with artists and musicians for after-school cultural events; Torchprep trainings
Indirect Cost	\$800	Indirect cost rate is waived by the district and used as matching funds instead to show program support
Summer Programs	\$2,500	Funding from various partners to pay for additional instructors for summer school; Supplies for arts, crafts, & recreational classes
Transportation	\$18,580	Bus Drivers' salary and fringe benefits for after school tutoring from Extended School Services; Summer school bus costs from Cooperative Extension Services grant funds
Other	\$7,200	Donated radio, TV, and newspaper advertising; Estimated fees from participation in sports leagues; Phone service
Volunteer	\$1,200	Volunteer workers for Special Academic Events; Integrated Activities; Homework Helpers Club; Youth Leagues

21st Century Community Learning Centers Budget Summary

Budget Category	Year One (2019-2020 School Year)		Year Two (2020-2021 School Year)		Year Three (2021-2022 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel School & Summer	\$59,513	\$53,930	\$59,513	\$53,930	\$59,513	\$53,930
Fringe Benefits	\$18,588	\$16,811	\$18,588	\$16,811	\$18,588	\$16,811
Travel (program staff)	\$2,500	\$500	\$2,500	\$500	\$2,500	\$500
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Supplies/Materials	\$4,369	\$1,500	\$4,369	\$1,500	\$4,369	\$1,500
Parent/Family Engagement (1% of grant funds yearly)	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000
Contractual	\$750	\$750	\$750	\$750	\$750	\$750
Indirect Cost LEAs – use district rate CBOs & FBOs use no more than 8%	\$0	\$800	\$0	\$800	\$0	\$800
Summer Programming	\$8,100	\$2,500	\$8,100	\$2,500	\$8,100	\$2,500
Transportation (School Year, Summer, Field Trips)	\$5,180	\$18,580	\$5,180	\$18,580	\$5,180	\$18,580
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
Volunteers (\$8.00/hour – in-kind only)	\$0	\$1,200	\$0	\$1,200	\$0	\$1,200
Yearly Totals Grant and In-Kind Funds	\$100,000	\$98,071	\$100,000	\$98,071	\$100,000	\$98,071

Note: Grants funds cannot be used to purchase facilities or support new construction.

Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.

Budget Narrative YEAR 1

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	\$ 59,513
Certified 21st Century Director (This salary is based upon .30 FTE of a full-time position for a person with 25+ years' experience and a Rank I. It is estimated that the director will need to spend approximately 11 hours per week @ her board-approved salary rate of \$41.02 per hour X 48 weeks to hire & train staff, monitor programming, conduct evening activities, prepare reports, and ensure total grant compliance and program implementation. Matching funds for the 21 st Century Director will also come from Title I and Migrant Education, but only \$23,113 will come from this grant.)	\$23,113
Site Coordinators (Certified) (Coordinator @ \$20 per hr. X 12 hrs/wk. X 35 weeks)	\$8,400
Academic Enrichment Instructor (Certified) (2 Instructor @ \$20 per hr. X 12 hrs/wk. X 35 weeks)	\$8,400
Research-based RTI Instructors (Certified) (2 Persons @ \$20 per hr. X 8 hrs/wk. X 35 weeks)	\$11,200
Homework Helper Club Instructors (2 Persons @ \$10 per hr. X 4 hrs/wk. X 35 weeks)	\$2,800
Sports Club Instructors (2 Persons @ \$10 per hr. X 4 hrs/wk. X 35 weeks)	\$2,800
Culture Club Instructors (2 Persons @ \$10 per hr. X 4 hrs/wk X 35 weeks)	\$2,800
2. Fringe Benefits	\$18,588
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
KTRS for certified personnel (\$51,113 @16.105%)	\$8,231
Federal Matching Health Insurance for Director	\$4,000
CERS for classified personnel (\$8,400 @21.48%)	\$1,804
FICA for classified personnel (\$59,513 @ 6.20%)	\$3,690
Medicare for all personnel (\$59,513 @ 1.45%)	\$863
3. Travel (Staff)	\$ 2,500

Estimated expense, including travel, hotel, and per diem for (2) 21st Century staff to attend required trainings, including:

Required Annual Trainings for all grantees:

- State-wide or regional training as offered by KDE (2-4 days)
- Directors meeting annually (1 day)
- Multi-State Conference annually (3 days)

Required One-time Trainings for new site coordinators:

- **Level I 21st CCLC** (3 days)
 - Basic Operations
 - Program Development
 - Introduction to Extending Excellence
- **Level II 21st CCLC** (3 days)
 - Quality & Compliance
 - Extending Excellence for Continuous Improvement (\$150 per person)
- **APLUS Data training** (1 day)

*Note: Even though this is a continuation program, there may be new site coordinators due to retirements and people taking new positions.

4. Equipment	\$ 0
5. Supplies/Materials	\$ 4,369
Itemize items and cost of each.	
Supplies for Art Activities	\$600
<i>(Canvas, paint, brushes, drawing pencils, clay, etc.)</i>	
Supplies for Drama Activities	\$600
<i>(Costumes, props, playbooks, etc.)</i>	
Incentives & Awards for Special Academic Events	\$500
Supplies for Academic Enrichment Clubs	\$1,000
<i>(Books, Instructional Materials for history activities, science experiments, journals, puzzles, games, etc.)</i>	
Supplies for Non-cognitive programs	\$606
<i>(Positive Behavior books, etc.)</i>	
General Program Supplies	\$1,069
<i>(Toner, Print Cartridges, Office Supplies, etc.)</i>	
6. Parent/Family Engagement Activities (1% of grant funds yearly)	\$1,000

Supplies for Parent Skill-Building Workshops <i>(Estimated @ \$50 per workshop for 6 sessions to include KPREP and MAP scores explanation & analysis; Parent Portal & Infinite Campus Usage; ILP & Career Cruising Usage; Introduction to Rosetta Stone and Language Software; FAFSA Speakers; and Making Connections with Adult Education/Vocational Programming/College Classes.)</i>	\$300
Supplies for Family Engagement Activities <i>(Estimated @ \$175 per activity for 4 activities) (One activity per semester at each school to focus on Reading and one on math. Parents will learn specific Grade-appropriate ways to assist children with their Homework in these core academic areas.)</i>	\$700
7. Contractual	\$ 750
Parent Leadership Academy Training <i>(Training fee from Prichard Committee for Education to deliver Parent Leadership Academy Training to 30 parents.)</i>	\$750
8. Indirect (LEAs must use district rate, CBOs/FBOs no more than 8%)	\$0
9. Summer Programming (supplies/materials)	\$ 8,100
Academic Summer Camp Instructors for CCHS <i>(10 instructors @ \$10 per hour X 4 hrs/day for 8 days)</i>	\$3,200
Supplies needed for Summer Camp <i>(Estimated @ \$198 per class X 10 classes)</i>	\$1,980
10. Transportation (School Year, Summer, Field Trips)	\$ 5,180
Diesel fuel for for Regular After School & Summer Camp <i>(Estimate based upon fuel costs for last school year of 14,000 miles @ .37 Cents per mile--\$2.60 per gallon of fuel)</i>	\$5,180
Bus driver salary & fringe benefits <i>*Paid by Extended School Services and UK Cooperative Extension Service. Estimates based upon last year's costs--\$18,580</i>	
TOTAL REQUESTED =	\$100,000

Budget Narrative YEAR 2

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	\$ 59,513
Certified 21st Century Director (This salary is based upon .30 FTE of a full-time position for a person with 25+ years' experience and a Rank I. It is estimated that the director will need to spend approximately 11 hours per week @ her board-approved salary rate of \$41.02 per hour X 48 weeks to hire & train staff, monitor programming, conduct evening activities, prepare reports, and ensure total grant compliance and program implementation. Matching funds for the 21 st Century Director will also come from Title I and Migrant Education, but only \$23,113 will come from this grant.)	\$23,113
Site Coordinators (Certified) (Coordinator @ \$20 per hr. X 12 hrs/wk. X 35 weeks)	\$8,400
Academic Enrichment Instructor (Certified) (2 Instructor @ \$20 per hr. X 12 hrs/wk. X 35 weeks)	\$8,400
Research-based RTI Instructors (Certified) (2 Persons @ \$20 per hr. X 8 hrs/wk. X 35 weeks)	\$11,200
Homework Helper Club Instructors (2 Persons @ \$10 per hr. X 4 hrs/wk. X 35 weeks)	\$2,800
Sports Club Instructors (2 Persons @ \$10 per hr. X 4 hrs/wk. X 35 weeks)	\$2,800
Culture Club Instructors (2 Persons @ \$10 per hr. X 4 hrs/wk X 35 weeks)	\$2,800
2. Fringe Benefits	\$18,588
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
KTRS for certified personnel (\$51,113 @16.105%)	\$8,231
Federal Matching Health Insurance for Director	\$4,000
CERS for classified personnel (\$8,400 @21.48%)	\$1,804
FICA for classified personnel (\$59,513 @ 6.20%)	\$3,690
Medicare for all personnel (\$59,513 @ 1.45%)	\$863
3. Travel (Staff)	\$ 2,500

Estimated expense, including travel, hotel, and per diem for (2) 21st Century staff to attend required trainings, including:

Required Annual Trainings for all grantees:

- State-wide or regional training as offered by KDE (2-4 days)
- Directors meeting annually (1 day)
- Multi-State Conference annually (3 days)

Required One-time Trainings for new site coordinators:

- **Level I 21st CCLC** (3 days)
 - Basic Operations
 - Program Development
 - Introduction to Extending Excellence
- **Level II 21st CCLC** (3 days)
 - Quality & Compliance
 - Extending Excellence for Continuous Improvement (\$150 per person)
- **APLUS Data training** (1 day)

*Note: Even though this is a continuation program, there may be new site coordinators due to retirements and people taking new positions.

4. Equipment	\$ 0
5. Supplies/Materials	\$ 4,369
Itemize items and cost of each.	
Supplies for Art Activities	\$600
<i>(Canvas, paint, brushes, drawing pencils, clay, etc.)</i>	
Supplies for Drama Activities	\$600
<i>(Costumes, props, playbooks, etc.)</i>	
Incentives & Awards for Special Academic Events	\$500
Supplies for Academic Enrichment Clubs	\$1,000
<i>(Books, Instructional Materials for history activities, science experiments, journals, puzzles, games, etc.)</i>	
Supplies for Non-cognitive programs	\$606
<i>(Positive Behavior books, etc.)</i>	
General Program Supplies	\$1,069
<i>(Toner, Print Cartridges, Office Supplies, etc.)</i>	
6. Parent/Family Engagement Activities (1% of grant funds yearly)	\$1,000

Supplies for Parent Skill-Building Workshops <i>(Estimated @ \$50 per workshop for 6 sessions to include KPREP and MAP scores explanation & analysis; Parent Portal & Infinite Campus Usage; ILP & Career Cruising Usage; Introduction to Rosetta Stone and Language Software; FAFSA Speakers; and Making Connections with Adult Education/Vocational Programming/College Classes.)</i>	\$300
Supplies for Family Engagement Activities <i>(Estimated @ \$175 per activity for 4 activities) (One activity per semester at each school to focus on Reading and one on math. Parents will learn specific Grade-appropriate ways to assist children with their Homework in these core academic areas.)</i>	\$700
7. Contractual	\$ 750
Parent Leadership Academy Training <i>(Training fee from Prichard Committee for Education to deliver Parent Leadership Academy Training to 30 parents.)</i>	\$750
8. Indirect (LEAs must use district rate, CBOs/FBOs no more than 8%)	\$0
9. Summer Programming (supplies/materials)	\$ 8,100
Academic Summer Camp Instructors for CCHS <i>(10 instructors @ \$10 per hour X 4 hrs/day for 8 days)</i>	\$3,200
Supplies needed for Summer Camp <i>(Estimated @ \$198 per class X 10 classes)</i>	\$1,980
10. Transportation (School Year, Summer, Field Trips)	\$ 5,180
Diesel fuel for for Regular After School & Summer Camp <i>(Estimate based upon fuel costs for last school year of 14,000 miles @ .37 Cents per mile--\$2.60 per gallon of fuel)</i>	\$5,180
Bus driver salary & fringe benefits <i>*Paid by Extended School Services and UK Cooperative Extension Service. Estimates based upon last year's costs--\$18,580</i>	
TOTAL REQUESTED =	\$100,000

Budget Narrative YEAR 3

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	\$ 59,513
Certified 21st Century Director (This salary is based upon .30 FTE of a full-time position for a person with 25+ years' experience and a Rank I. It is estimated that the director will need to spend approximately 11 hours per week @ her board-approved salary rate of \$41.02 per hour X 48 weeks to hire & train staff, monitor programming, conduct evening activities, prepare reports, and ensure total grant compliance and program implementation. Matching funds for the 21 st Century Director will also come from Title I and Migrant Education, but only \$23,113 will come from this grant.)	\$23,113
Site Coordinators (Certified) (Coordinator @ \$20 per hr. X 12 hrs/wk. X 35 weeks)	\$8,400
Academic Enrichment Instructor (Certified) (2 Instructors @ \$20 per hr. X 12 hrs/wk. X 35 weeks)	\$8,400
Research-based RTI Instructors (Certified) (2 Persons @ \$20 per hr. X 8 hrs/wk. X 35 weeks)	\$11,200
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Sports Club Instructors (2 Persons @ \$10 per hr. X 4 hrs/wk. X 35 weeks)	\$2,800
Culture Club Instructors (2 Persons @ \$10 per hr. X 4 hrs/wk X 35 weeks)	\$2,800
2. Fringe Benefits	\$18,588
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
KTRS for certified personnel (\$51,113 @16.105%)	\$8,231
Federal Matching Health Insurance for Director	\$4,000
CERS for classified personnel (\$8,400 @21.48%)	\$1,804
FICA for classified personnel (\$59,513 @ 6.20%)	\$3,690
Medicare for all personnel (\$59,513 @ 1.45%)	\$863

3. Travel (Staff)	\$ 2,500
<p>Estimated expense, including travel, hotel, and per diem for (2) 21st Century staff to attend required trainings, including:</p> <p>Required Annual Trainings for all grantees:</p> <ul style="list-style-type: none"> • State-wide or regional training as offered by KDE (2-4 days) • Directors meeting annually (1 day) • Multi-State Conference annually (3 days) <p>Required One-time Trainings for <u>new</u> site coordinators:</p> <ul style="list-style-type: none"> • Level I 21st CCLC (3 days) <ul style="list-style-type: none"> Basic Operations Program Development Introduction to Extending Excellence • Level II 21st CCLC (3 days) <ul style="list-style-type: none"> Quality & Compliance Extending Excellence for Continuous Improvement (\$150 per person) • APLUS Data training (1 day) <p>*Note: Even though this is a continuation program, there may be new site coordinators due to retirements and people taking new positions.</p>	
4. Equipment	\$ 0
5. Supplies/Materials	\$ 4,369
Itemize items and cost of each.	
Supplies for Art Activities	\$600
<i>(Canvas, paint, brushes, drawing pencils, clay, etc.)</i>	
Supplies for Drama Activities	\$600
<i>(Costumes, props, playbooks, etc.)</i>	
Incentives & Awards for Special Academic Events	\$500
Supplies for Academic Enrichment Clubs	\$1,000
<i>(Books, Instructional Materials for history activities, science experiments, journals, puzzles, games, etc.)</i>	
Supplies for Non-cognitive programs	\$606
<i>(Positive Behavior books, etc.)</i>	
General Program Supplies	\$1,069
<i>(Toner, Print Cartridges, Office Supplies, etc.)</i>	
6. Parent/Family Engagement Activities (1% of grant funds yearly)	\$1,000

Supplies for Parent Skill-Building Workshops <i>(Estimated @ \$50 per workshop for 6 sessions to include KPREP and MAP scores explanation & analysis; Parent Portal & Infinite Campus Usage; ILP & Career Cruising Usage; Introduction to Rosetta Stone and Language Software; FAFSA Speakers; and Making Connections with Adult Education/Vocational Programming/College Classes.)</i>	\$300
Supplies for Family Engagement Activities <i>(Estimated @ \$175 per activity for 4 activities) (One activity per semester at each school to focus on Reading and one on math. Parents will learn specific Grade-appropriate ways to assist children with their Homework in these core academic areas.)</i>	\$700
7. Contractual	\$ 750
Parent Leadership Academy Training <i>(Training fee from Prichard Committee for Education to deliver Parent Leadership Academy Training to 30 parents.)</i>	\$750
8. Indirect (LEAs must use district rate, CBOs/FBOs no more than 8%)	\$0
9. Summer Programming (supplies/materials)	\$ 8,100
Academic Summer Camp Instructors for CCHS <i>(10 instructors @ \$10 per hour X 4 hrs/day for 8 days)</i>	\$3,200
Supplies needed for Summer Camp <i>(Estimated @ \$198 per class X 10 classes)</i>	\$1,980
10. Transportation (School Year, Summer, Field Trips)	\$ 5,180
Diesel fuel for for Regular After School & Summer Camp <i>(Estimate based upon fuel costs for last school year of 14,000 miles @ .37 Cents per mile--\$2.60 per gallon of fuel)</i>	\$5,180
Bus driver salary & fringe benefits <i>*Paid by Extended School Services and UK Cooperative Extension Service. Estimates based upon last year's costs--\$18,580</i>	
TOTAL REQUESTED =	\$100,000

BUDGET PAGE- Continuation Applicant or Expansion Applicant

Original Award Period (Year One) 2019-2020 School Year \$100,000 max.	Original Award Period (Year Two) – 2020-2021 School Year \$100,000 max.	Original Award Period (Year Three) – 2021-2022 School Year \$100,000 max.	Third Renewal Period (Year Four) – 5% decrease 2022-2023 School Year \$95,000	Fourth Renewal Period (Year Five) – 5% decrease 2023-2024 School Year \$95,000
\$ 100,000	\$ 100,000	\$ 100,000	\$ 95,000	\$ 95,000

List of Consortium Members or Partners

Albany-Clinton Chamber of Commerce
Welcome Center Drive
Albany, KY. 42602
Phone: 606-387-4218
Contact Person: April Speck

Campbellsville University
1 University Drive
Campbellsville, KY 42718
Phone: 800-264-6014
Contact Person: Hannah Albertson

CCBOE Food Services
2353 North Highway 127
Albany, KY 42602
Phone: 606-387-7534
Contact Person: Paulette Brinley, Director

Clinton County Community Education
2353 North Highway 127
Albany, KY. 42602
Phone: 606-387-3495
Contact Person: Ammie Marcum, Director

Clinton County Cooperative Extension Service
P.O. Box 207
Albany, KY. 42602
Phone: 606-387-5404
Contact Person: Christy Neutzman, Extension Agent

Clinton County Health Department
131 Foothills Avenue #20
Albany, KY 42602
Phone: 606-387-5711
Contact Person: Gayle Fryman

Clinton County Park Board
P.O. Box 90
Albany, KY. 42602
Contact Person: Wayne Glover, Chairman

Clinton County Public Library
203 King Drive
Albany, KY. 42602
Phone: 606-387-5989
Contact Person: Gayla Duvall, Librarian

Clinton County Skills U
2353 Hwy. 127 North
Albany, KY 42602
Phone: 606-387-8480
Contact Person: Mitch Latham

Extended School Services
1273 Kentucky Highway 90 West
Albany, KY. 42602
Phone: 606-387-6480
Contact Person: Paula Little, Coordinator

First & Farmers Bank
200 S. Washington St.
Albany, KY. 42602
Phone: 606-387-6416
Contact Person: Steve Morgan, President

Foothills Festival Committee
302 W Hill St.
Albany, KY. 42602
Phone: 606-387-7093
Contact Person: Wayne Glover, Chairman

GEAR UP Promise Zone
Berea University
101 Chestnut Street
Berea, KY 40404
Phone: 859-985-3000
Contact Person: Erin Casada

Kentucky ASAP
65 High School Drive
Albany, KY. 42602
Phone: 606-387-9092
Contact Person: April Speck, Coordinator

Keystone Foods Kentucky Division, LLC
Hwy. 90
Albany, KY 42602
606-387-8754
Contact Person: Tim Esslinger, Plant Manager

Migrant Education Program
204 King Drive
Albany, KY. 42602
Phone: 606-387-6272
Contact Person: Wayne Hughes, Director

Monticello Banking Company
310 N. Cross St.
Albany, KY. 42602
Phone: 606-387-6611
Contact Person: Willard Johnson, President

People's Bank & Trust of Albany
300 N. Cross Street
Albany, KY 42602
Phone: 606-387-6655
Contact Person: Chris Asberry

Title I
1273 Kentucky Highway 90 West
Albany, KY. 42602
Phone: 606-387-6480
Contact Person: Paula Little, Coordinator

Title V
1273 Kentucky Highway 90 West
Albany, KY. 42602
Phone: 606-387-6480
Contact Person: Paula Little, Coordinator

Twin Lakes Family Wellness Center
2271 North Highway 127
Albany, KY 42602
Phone: 606-387-9772
Contact Person: Sandra Guffey

Clinton County Youth Services Center
Clinton County Middle School
169 Middle School Road
Albany, KY 42602
Contact Person: Tonya Thrasher

Job Description of Key Personnel
21st Century Community Learning Center
Job Description

POSITION: Project Director

POSITION SUMMARY: Plan, organize, implement and coordinate a project, program or activity having significant impact on the district affecting more than one unit or department; require adaptation and interpretation of standard practices and procedure; contacts outside the unit require exercise of judgment to obtain approval.

QUALIFICATIONS:

- Rank I, Master's degree and Kentucky Department of Education teacher certification.
- Must meet the requirements for a criminal record check as specified by Kentucky state law.
- Must meet health requirements as specified in district personnel policy.

REPORTS TO: Superintendent

SUPERVISES: Site Coordinators, contractual employees and Summer School Instructors.

PERFORMANCE RESPONSIBILITIES:

- Plan, organize, implement and coordinate a project, program or activity and evaluate staff as assigned.
- Develop, establish or administer project, program or activity.
- Serve as liaison with other units, departments or outside agencies as required.
- Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
- Preparation of reports, records, and other documentation as required.
- Assure compliance with Federal, State and District policy, administrative procedures and negotiated agreements as applicable to assignment.
- Prepare, deliver or assist with training opportunities as appropriate.
- Manage budget.

TERMS OF EMPLOYMENT: Position is .5 FTE Certified position with 220 days employment. Also serves as the Coordinator for the Summer Program.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Certified Personnel.

**21st Century Community Learning Center
Job Description**

POSITION: Site Coordinator

POSITION SUMMARY: Plan, organize, implement and coordinate a project, program or activity having significant impact on the district affecting more than one unit or department; require adaptation and interpretation of standard practices and procedure; contacts outside the unit require exercise of judgment to obtain approval.

QUALIFICATIONS:

- Bachelor's degree and Kentucky Department of Education teacher certification.
- Must meet the requirements for a criminal record check as specified by Kentucky state law.
- Must meet health requirements as specified in district personnel policy.

REPORTS TO: Project Director

SUPERVISES: Contractual employees.

PERFORMANCE RESPONSIBILITIES:

- Plan, organize, implement and coordinate a project, program or activity and evaluate staff as assigned.
- Develop, establish or administer project, program or activity.
- Oversee the day-to-day operations of center.
- Coordinate after school activities with regular school teachers.
- Ensure that all center activities run smoothly.
- Serve as liaison between contractual employees and project director.
- Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
- Assist in preparation of reports, records, and other documentation as required.
- Assure compliance with Federal, State and District policy, administrative procedures and negotiated agreements as applicable to assignment.
- Prepare, deliver or assist with training opportunities as appropriate.
- Supervise the after school program in the absence of the project director.
- Perform related duties as assigned.

TERMS OF EMPLOYMENT: 16 hours per week X 35 weeks @ \$20 per hour.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Certified Personnel.

**21st Century Community Learning Center
Job Description**

POSITION: Contractual Employees

POSITION SUMMARY: Implement and coordinate a project, program or activity having significant impact on the district affecting more than one unit or department; require adaptation and interpretation of standard practices and procedure; contacts outside the unit require exercise of judgment to obtain approval.

QUALIFICATIONS:

- Must meet the requirements for a criminal record check as specified by Kentucky state law.
- Must meet health requirements as specified in district personnel policy.

REPORTS TO: Site Director and Project Director

SUPERVISES: Students.

PERFORMANCE RESPONSIBILITIES:

- Implement and coordinate a project, program or activity.
- Develop, establish or administer project, program or activity.
- Serve as liaison with students, parents and teachers.
- Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
- Assist in preparation of reports, records, and other documentation as required.
- Assure compliance with Federal, State and District policy, administrative procedures and negotiated agreements as applicable to assignment.
- Prepare, deliver or assist with training opportunities as appropriate.

TERMS OF EMPLOYMENT: Part time after school employment. Salary is commensurate with after school service pay.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Certified Personnel.

**21st Century Community Learning Center
Job Description**

POSITION: Summer Camp Instructor

POSITION SUMMARY: Implement a designated course in the 21st CCLC-operated summer camp program.

QUALIFICATIONS:

- Must meet the requirements for a criminal record check as specified by Kentucky state law.
- Must meet health requirements as specified in district personnel policy.

REPORTS TO: Site Director and Project Director

SUPERVISES: Students.

PERFORMANCE RESPONSIBILITIES:

- Implement specified courses and assist with implementation of the Summer Camp Program.
- Assist with program sign-ins and student administration.
- Serve as liaison with students, parents and teachers.
- Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
- Assist in preparation of reports, records, and other documentation as required.
- Assure compliance with Federal, State and District policy, administrative procedures and negotiated agreements as applicable to assignment.
- Spend a minimum of fifteen minutes of planning time for each hour of summer camp instruction delivered.
-

TERMS OF EMPLOYMENT: Part time after school employment. Salary is commensurate with after school service pay.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Certified Personnel.

Equitable Access and Participation Plan

The Clinton County 21st Century Community Learning Center Program will comply with Section 427 of GEPA and provide equitable access and participation through the following steps:

1. A promotional brochure will be made available in Spanish to accommodate any Spanish-speaking families who might move into our school system.
2. All project activities will be conducted in handicap accessible facilities.
3. An effort will be made to encourage participation by females into traditionally male-oriented activities, such as the Puzzles and Games math enrichment club.
4. Transportation will be provided upon request, so that low-income families without any means of transportation to and from the center can also participate in activities.
5. Students with disabilities will be provided instructional aides, if required for participation in the 21st CCLC activity.
6. Students and Families who speak English as a Second Language will have the opportunity to access Rosetta Stone software in the school computer labs to learn English during 21st CCLC time.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will;

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(c) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Clinton County High School

65 High School Drive

Albany, KY 42602

Check ☐ if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in connection with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

Clinton County School District

PR/AWARD NUMBER AND / OR PROJECT NAME

21st Century Community Learning Center

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Charlotte Nasief, Superintendent

SIGNATURE

DATE

11/09/2018

Prior Grantee History/Capacity Form

This section should only be completed by agencies who previously have received 21st CCLC grant funding. The form should reflect data from the most recent APR Center Profile provided by CEEP.

Most recent year of 21st CCLC grant funding:

Grade Level Served:

☐ Elementary (K-5) ☐ Middle (6-8) ☒ High (9-12) ☒ Adult Family Members

Year of Most Recent Center Profile: _____
Application must include a copy of the most recent Center Profile

Number of **Regular Participants** from most recent year's APR Center Profile: 34

No. of Students participating: 33 30-59 days 1 60-89 days _____ 90+ days *Use

Program Effectiveness: *Based on data available, describe the prior grant's success in the following areas:*

Student Improvement (academic, behavioral, social)

Of our regular attendees 66% have maintained or increased their reading/English scores and 62% have maintained or increased their math scores. ACT scores have remained stable with comparison to the state averages as well. For 2017-18 school year, our composite ACT was 18.5 with the state being 19.8. Our KPREP scores last year in On-Demand shows us above state average with 58.8% proficiency and state at 52.3% proficiency. In addition, for goal two, numbers of students failing a class decreased from 114 or 109 over the past two years. The number of regular attendees was up from the prior year and numbers this year are much higher and increasing. Discipline referrals at this site have decreased from 820 in 2016-17 to 421 in 2017-18. Access to cultural, recreational, and social events through our 21st CCLC program has enhanced the overall climate of the school and contributed greatly to the overall improvement in student attitude and achievement.

Program Improvement (objectives met)

While we have no End of Course data to help measure goal 1, we do have data that shows improvement on KPREP On Demand scores, with 58.8% scoring proficiency. In addition, the number of students failing classes has decreased over time. Graduation rate also remains above the state average at 97.7% in 2016-17 and 97.2% in 2017-18. The program has made gains in goal 2 as well. The site experienced a complete administrative turn over two years ago and had issues with behavior as new staff became acclimated. Discipline referrals have decreased, however, and students are getting back on track with behavior and attitudes. Goal 3 looks dismal on Center Profile, but internal records show more attendance by parents than what was documented due to lack of director for a period of time. This number has increased substantially in the current year and numbers will meet expected goal of 300 parents or more by end of school year.

Kentucky 21st Community Learning Centers Initiative

2017-2018 Center Profile

Clinton County, Cont. 11, Clinton County HS

Total number of students attended	2017-2018	Prior Year (2016-2017)
Summer and School Year*	324	358
School Year	308	344

NOTE: Please refer to Table 1, on the third page of this profile for a description of how a *grade change* and a *high grade* were determined for your site.

2017-2018 School Year Data	2017-2018 Frequencies	2017-2018 Percentages	Prior Year Percentages 2016-2017
School Year Participation			
Students attending 30+ days (regular participant)	34	11%	3%
Students attending 30-59 days	33	11%	3%
Students attending 60 or more days	1	0%	1%
At-Risk Student Participation			
Regular participants eligible for free/reduced lunch	34	100%	100%
Regular participants eligible for special education services	2	6%	0%
Program Outcomes for Regular School Year Participants			
Reading grades reported	n=34	100%	100%
Students who achieved high reading/ELA grades in the fall and spring	9	26%	27%
Students who increased their reading/ELA grades from the fall to spring	7	21%	9%
Students who decreased their reading/ELA grades from the fall to spring	6	18%	9%
Students who maintained their reading/ELA grades from the fall to spring	12	35%	55%
Math grades reported	n=34	100%	100%
Students who achieved high math grades in the fall and spring	9	26%	36%
Students who increased their math grades from the fall to spring	7	21%	18%
Students who decreased their math grades from the fall to spring	4	12%	0%
Students who maintained their math grades from the fall to spring	14	41%	45%
Teacher survey reported results**			
Students who improved homework completion	20	71%	67%
Students who improved their classroom participation	17	68%	57%
Students who improved academically	20	69%	83%
K-3 Reading Intervention (if applicable)			
Number of K-3 students receiving reading intervention			
Number of K-3 intervention students that met benchmark			
2017-2018 School Year Program Characteristics			
Program Location (in school or offsite)***: within a school			
Number of parent/guardian and/or family members who attended activities		22	
Number of community partners		14	
Number of school day teachers (volunteer)		Fall: 0	Spring: 0
Number of school day teachers (paid)		Fall: 8	Spring: 9
Summer 2017 Programming (if applicable)			
Number of weeks***		2 weeks or less	
Number of students served		32	

School Year Activity Types Offered			
Academic Activities***			
STEM (science, technology, engineering, math)	X	Credit Recovery	X
		Homework Help	X
Reading Intervention		English Language Learner Support	
Literacy	X	GAP Reduction (Remediation/Acceleration)	
Tutoring		None	
College and Career Readiness Activities***			
Career/Job Training for Youth		Individual Learning Plan	
ACT or SAT Prep		Career Exploration	
		None	X
Enrichment Activities***			
Life Skills, Gardening, Crafts	X	Global Learning (languages or international history)	
Visual Arts			
Music & Drama		Community/Service Learning	
Fitness	X	Mentoring	
Health/Nutrition	X	None	
Adult Skill-Building Activities***			
Completing the FAFSA/ College Admissions		Infinite Campus/Parent Portal or Google Classroom	
How to Further Your Education		Job Skills/Work Readiness/ Resume Dev.	
Drug Awareness/Trends		ESL or GED Classes	
Social Media/Internet Safety		Communicating with School Staff	
Literacy/Finding AR Books		Using Online Resources or Software	
Financial Literacy/Couponing		School Safety	
CPR/First Aid, Health & Safety		Distracted Driving	
Healthy Relationships		Afterschool Program Orientation & FAQ	X
Time Management/ Organization		Understanding Test Scores or ILP	
Health & Nutrition	X		
Family Engagement Activities***			
Family Literacy Night	X	Family Math Night	X
Family STEM or STEAM Night		Christmas/Holiday Showcase	
Lights On		Chaperoning Opportunities	
Afterschool Student Performances		Family Movie Night	
Family Game Night		Students/Families Preparing Meals	
Character Education Activities***			
Drug Prevention			
Counseling			
Violence Prevention			
Truancy Prevention		X	
Youth Leadership		X	
None			

DATA NOTES:

A complete statewide dataset was provided to CEEP by Cayen Systems, Inc. The first request was made on September 12, 2018 and a subsequent request on October 3, 2018.

Site level data are compared to data from the prior year if programming was provided in that year.

In some cases, percentages round to 0 (e.g., 1 out of 300).

Students with unknown grade level, special education, and free/reduced lunch specifications are included in the analysis. For example, in the Cayen system, grantees may select "unknown" as a designation in these categories.

Analysis was not performed on program outcomes for sites reporting grades or teacher surveys for less than 50% of students attending 30+ days during the school year.

* The total # of summer and school year students does not equal the total # of summer students plus the total number of school year students because students may have attended both.

**The Teacher Survey represents the proportion of students who improved behavior relative to the number of students rated as needing to improve. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations.

***Data is self-reported and comes from the KY 21st CCLC Data Verification 17-18 Form that was administered to grantees.

Table 1. Grade Scale Types and Thresholds for Analysis

Scale Type	Grade Change Parameters	High Grade Threshold
100 point scale Note: If a student earned below a 60 in both the fall and spring they were designated as maintaining their grade.	+/-10 or more points	93 or above in the fall and spring
13 point scale Example: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F	+/-2 or more points	A or A+ in the fall and spring
9 point scale Example: A, A-, B, B-, C, C-, D, D-, F	+/-2 or more points	A in the fall and spring
5 point scale - standard Example: A-F	+/-1 or more points	A in the fall and spring
3 point scale Examples: Above Grade Level, On Grade Level, Below Grade Level	+/-1 or more points	3 in the fall and spring Example: Above Grade Level
4 point scale Example: Exceeds Expectations, Meets Expectations, Showing Improvement, Area of Concern	+/-1 or more points	4 in the fall and spring Example: Exceeds Expectations
5 point scale - nonstandard Example: Excellent, Satisfactory +, Satisfactory, Satisfactory -, Unsatisfactory	+/-1 or more points	5 in the fall and spring Example: Excellent
6 point scale Adv-2, Adv-1, Exp, Bel-2, Bel-1, Bel-K	+/-1 or more points	6 in the fall and spring Example: Adv-2

Program Summary and Abstract Part 1

Contact Information: (If RFA is submitted jointly, this page may be copied for additional contact information.)

Applicant Name (name of school/organization/entity/etc. applying for funds) Clinton County School District	Applicant DUNS# 082318049
"Primary" Contact Person Paula Little	Title Assistant Superintendent
District or Organization Name (for contact person) Clinton County School District	
Mailing Address (for contact person) 1273 Kentucky Highway 90 West, Suite 103	Phone 606-387-6480
City, State, and Zip Albany, KY 42602	Fax 606-387-5437
E-mail (for contact person) Paula.little@clinton.kyschools.us	

Superintendent Information: (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information.

Superintendent Name: Charlotte Nasief	District Name: Clinton County
Mailing Address 1273 Kentucky Highway 90 West, Suite 103	Phone 606-387-6480
City, State, and Zip Albany, KY 42602	Fax 606-387-5437

Site Information: Complete one box for each site that will provide a 21st CCLC program. No more than two sites

Site Name Clinton County High School
Principal Name: Stacey Evans
Physical Site Address 65 High School Drive
City, State, and Zip Albany, KY 42602
Site Contact Person Stacey Evans
Site Contact Phone 606-387-5569
Site Contact E-mail Stacey.evans@clinton.kyschools.us
Schools to be Served: Clinton County High School

Site Name
Principal Name:
Physical Site Address
City, State, and Zip
Site Contact Person
Site Contact Phone
Site Contact E-mail
Schools to be Served:

Program Summary and Abstract Part 2

- A. **List name of each school to be served** in table below. **For each school**, answer columns across the table. Font in this chart may be 8 pt.
- B. **Proposed # of students to be served on a regular basis should not be entire school enrollment.**

Specify: <ul style="list-style-type: none"> Name of each school Urban (U), Rural (R), or Suburban (S) 	List grade levels of students to be served	Data regarding the school/district attended by the students during the regular school day.					Proposed # of students to be served on a regular basis from the school**
		List site(s) at which the students from this school will be served if other than the school	District Name	School Type	*% Free or Reduced Cost Lunch	*Total school wide enrollment	
School: Clinton County High School <input type="checkbox"/> U <input checked="" type="checkbox"/> R <input type="checkbox"/> S	9-12	Clinton County High School	Clinton County	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private	79%	495	150

*** Must use lunch data as reported to KDE on December 1, 2017**

****Programs must serve a minimum of 25% of the school enrollment or 50 students on a regular basis, whichever is less.**

B. Applicant is (please check one):

- ☒ Public School
☐ Non-Public School
☐ Community Based Organization
☐ Faith Based Organization
☐ Charter School

C. Who will serve as the fiscal agent? (Specify the name of the school district or the agency/organization.) Clinton County School District

D. Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds? ☒ yes ☐ no

If yes: ☐ Federal ☒ State What date did (or will) award funding conclude: 06/19 (month/year).

SITE SUMMARY AND ABSTRACT Part 1

Site Name: Clinton County High School

A. Will site be located in an elementary or secondary school building? ☒ yes ☐ no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school?

If no, why is this site not located in a school building? If no, how will students be transported from school to site location?

B. The proposed number of students to be served daily at the site in a school year is: 50

C. The expected number of regular attendees (30 or more days) is: 150
(Note that the minimum number of regular attendees must be no less than 25% of the school population or 50 attendees, whichever is less.)

D. The number of adult family members (of students served) this site is proposing to serve: 125

E. Types of adult skill-building to be provided:

☒ Computer usage

☒ Accessing & using Infinite Campus

☒ Financial Literacy

☒ How to communicate with teachers

☒ GED training

☒ Completing the FASFA

☐ Job Skills

☐ Using Online Resources

☐ School Safety Procedures

☒ Time Management/Organization

☐ Health & Nutrition

☐ Resume building

☒ other, describe: Parent Leadership Institute; English language acquisition

Types of family engagement activities to be provided:

☒ Family Literacy Night

☒ Family Math Night

☒ Student Showcase

☐ Family Game Night

☐ Light's On Afterschool Event

☒ Serving as a chaperone

☒ Student performances

☐ other, describe:

Complete the following table for school year program operations at this site:

KDE requires that 21st CCLC programs offer services a **minimum of 12 hours per week**, with a required schedule of at least (4) four days per week, (3) three to (4) four hours per day when school is in session based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

	Before School (Times of Operation)		Afterschool (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	7:00 a.m.	8:00 a.m.	3:00 p.m.	5:00 p.m.	3
Tuesday	7:00 a.m.	8:00 a.m.	3:00 p.m.	5:00 p.m.	3
Wednesday	7:00 a.m.	8:00 a.m.	3:00 p.m.	5:00 p.m.	3
Thursday	7:00 a.m.	8:00 a.m.	3:00 p.m.	5:00 p.m.	3
Friday					
Saturday					
Sunday					

SITE SUMMARY AND ABSTRACT Part 2

	Regular School Year	Summer
Total # hours/day	3	6
Total # days/week	4	4
Total # of weeks	32	2
First date of operation	<u>08/19/ 2019</u>	<u>05/ 27/ 2019</u>
Last date of operation	<u>05/11 /2020</u>	<u>06/ 27/ 2020</u>

- A. Specify beginning and ending time site is in operation other times of the year (When school is not in session):

	Summer		Holidays		Breaks		Other, <i>Describe*</i>	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	8:00 a.m.	12:00 p.m.						
Tuesday	8:00 a.m.	12:00 p.m.					5:30 p.m.	7:00 p.m.
Wednesday	8:00 a.m.	12:00 p.m.						
Thursday	8:00 a.m.	12:00 p.m.					5:30 p.m.	7:00 p.m.
Friday								
Saturday								
Sunday								

Note: Remember identifying names in the Co-Applicant Agreement and all Partner Agreements must be blinded electronically. Applicants not submitting a signed Co-Applicant agreement will receive a reduction of points under Collaboration and Partnership Criteria. If a co-applicant is not identified on the cover sheet, and co-applicant agreement is not attached, the application will be scored but not awarded.

CO-APPLICANT AGREEMENT
Clinton County Board of Education
And
Clinton County Public Library

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and co-applicant, Clinton County Public Library, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Clinton County Public Library thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

**Co-Applicant Contribution
Table**

Description of Contribution	Supports
Coordinate Summer Reading Program with 21 st CCLC	*Family Literacy
Promote awareness of program during library events and with library patrons	*Recruitment of students and families
Allow time for 21 st CCLC parents to access computers with internet access	*Supports learning at home
Review and comment on the annual 21 st CCLC evaluation for program improvement	*Program Monitoring and Evaluation
Collaborate with 21 st CCLC staff on family events, hosting at least two per year.	*Family Literacy *Recruitment of students and families

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Clinton County Public Library will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

11-8-17
Date


Applicant Signature

11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Clinton County Cooperative Extension Service

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Clinton County Cooperative Extension Service, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

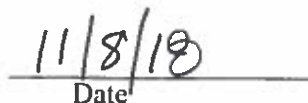
The Clinton County Cooperative Extension Service thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

**Partner Agreement
Contribution Table**

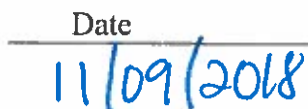
Description of Contribution	Supports
Provide the personnel and materials to implement local 4H activities, including poetry, crafts, etc in after-school program	*Promotes literacy opportunities *provides avenue for service learning *Academic Enrichment
Promote awareness of program and recruits students and families	*Promotes family/school relationships
Assist in planning/providing for Reality Town	*Promotes career awareness
Review and comment on annual 21 st CCLC local evaluation for program improvement	*Program Monitoring and Evaluation
Collaborate with 21 st CCLC staff on parent involvement activities (Health Fairs, parent skill building activities)	*Improves non-cognitive indicators of success *Increase family engagement
Pays a portion of bussing costs for after-school program as funds allow	*Provides student access

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Clinton County Cooperative Extension will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature


Date


Applicant Signature


Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Clinton County Migrant Education

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Clinton County Migrant Education, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Clinton County Migrant Education thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Pay a portion of the 21 st CCLC Director's salary as grant allows	*Provides program support and ensures program monitoring
Promote awareness of the 21 st CCLC program and opportunities available to migrant families	*Recruitment of students/families *Academic Support *Family Literacy
Collaborate summer migrant activities in conjunction with 21 st CCLC summer camp	*Supports learning at home *Community help awareness *Recruitment of students/families
Promote program awareness	*Recruitment of families and students

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Clinton County Migrant Education will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

11-9-18
Date


Applicant Signature

11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
Campbellsville University

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Campbellsville University, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Campbellsville University thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide speakers at evening college and career fairs	*Promotes career awareness
Provide on-site college advising for parents at least once per year.	*Promotes career awareness
Provide student volunteers/mentors to assist as needed in 21 st CCLC activities after-school	*Supports non-cognitive indicators of success *Community help awareness *Academic Enrichment
Schedule on-site evening college classes for 21 st CCLC parents	*Community Outreach


It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Campbellsville University will be notified immediately to begin the collaboration of services.



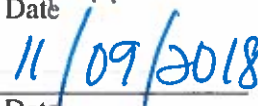
Co-Applicant/Partner Signature



Applicant Signature



Date



Date

PARTNER AGREEMENT
Clinton County Board of Education
And
GEAR UP

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner GEAR UP, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The GEAR UP thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Train 21 st Century staff on Torch Prep instruction for after school programming	*Academic Enrichment *College and Career Transition
Plan and schedule college visits after school hours	*Increase access *College and Career Transition
Collaborate with 21 st CCLC staff with evening College and Career Fair and with evening parent skill building activities, such as ILP, FAFSA, etc	*Academic Enrichment *College and Career Transition *Recruitment of students and families

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, GEAR UP will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

Applicant Signature

11/9/18
Date
11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Clinton County Community Education

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Clinton County Community Education, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Clinton County Community Education thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

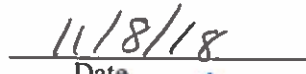
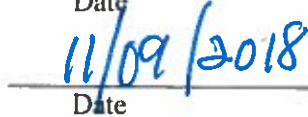
Partner Agreement Contribution Table

Description of Contribution	Supports
Coordinate the parent volunteer program	*Recruitment of families as volunteers
Publish 21 st CCLC activities in monthly Paw Prints newspaper	*Program Awareness in Community
Coordinate the Missoula Children's Theatre after-school program and provide partial funding for it	*Provides exposure to the arts *Provides student led performances in the arts
Review and comment on the annual 21 st CCLC evaluation for program improvement	*Continuous program improvement/program monitoring
Provide assistance with promotional materials for 21 st CCLC programming	*Recruitment of families and students

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Clinton County Community Education will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

Applicant Signature


Date

Date

PARTNER AGREEMENT
Clinton County Board of Education
And
CCBOE Food Services

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, CCBOE Food Services, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The CCBOE Food Services thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide after-school supper for 21 st CCLC students	*Supports non-cognitive indicators of success
Promote awareness of free food with after-school programs and summer feeding program	*provides assistance in meeting basic needs of families
Prepare food for various events and professional development activities	*Supports program goals
Provide breakfast and lunch for students attending summer camp	*Supports program goals *Supports non-cognitive indicators of success

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, CCBOE Food Services will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature


Applicant Signature

11/8/18
Date

11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Clinton County Skills U

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Clinton County Skills U, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Clinton County Skills U thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide personnel to conduct GED preparation and Career Skills Building classes for parents	*provides families with access to community support resources *provides assistance to career building
Recruit volunteers for homework help in after-school programming	*supports program goals
Provide assistance for child-care during family literacy meetings in evening	*Supports program goals
Review and comment on annual 21 st CCLC local evaluation and program improvement	*Program Evaluation

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Clinton County Skills U will be notified immediately to begin the collaboration of services.**


Co-Applicant/Partner Signature

11/08/2018
Date


Applicant Signature

11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Clinton County Health Department

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Clinton County Health Department, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Clinton County Health Department thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide personnel to conduct health and nutrition classes for after-school programming	*Supports non-cognitive indicators of success
Provide personnel to assist with parent skill building activities in the health field	*provides assistance in meeting basic needs of families
Promote awareness of program in community	*Increases access *Recruitment of families and students
Participates in Health Fairs and Career Fairs	*Supports college/career readiness
Conducts community wide survey to determine topics for workshops	*Increases involvement

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Clinton County Health Department will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

Applicant Signature

11-8-18
Date
11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Clinton County Park and Recreation Board

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Clinton County Park and Recreation Board, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Clinton County Park and Recreation Board thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Provides the use of the park to host outdoor sports leagues or other events for free of charge	*Family engagement *Increases access
Provides personnel to prepare fields for use by 21 st CCLC programs	*Family engagement
Supplies storage of equipment on site and maintains upkeep	*Support of program

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Clinton County Park and Recreation Board will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature


Applicant Signature


Date


Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Clinton County Extended School Services

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Clinton County Extended School Services, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Clinton County Extended School Services thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

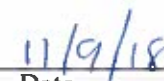
Description of Contribution	Supports
Provide partial funding for transportation costs, covering fuel and drivers for after-school program	*Provides access for students with no transportation
Integrate after school tutoring program with 21 st CCLC program	*Improve academic performance
Provide funding for before-school tutoring at AES and CCMS as part of 21 st CCLC programming	*Academic Enrichment
Promote awareness of program	*Recruitment of students

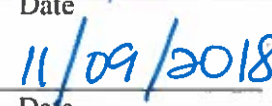
It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Clinton County Extended School Services will be notified immediately to begin the collaboration of services.**



Co-Applicant/Partner Signature


Applicant Signature



Date


Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Foothills Festival Committee

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Foothills Festival Committee, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Foothills Festival Committee thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide community volunteers and equipment for special 21 st CCLC family events	*Increase family engagement
Promote awareness of the 21 st CCLC Program to community	*Increase access *Recruitment of families and students
Provide space, equipment, and materials for continued events at the Festival by 21 st Century participants	*Academic/Arts Enrichment *Promotes family/school relationships

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Foothills Festival Committee will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature


Applicant Signature


Date


Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Title I

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Title I, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Foothills Festival Committee thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide a portion of 21 st CCLC Director's Salary	*Support program goals
Provide personnel to assist with parent events	*Increase access *Recruitment of families and students
Purchase instructional materials needed in 21 st CCLC after-school programming (site licenses for Study Island/Odyssey Ware)	*Academic Enrichment *Arts Enrichment
Jointly sponsor professional development opportunities for staff	*Increase effectiveness of programming
Promote awareness of 21 st CCLC program	*Improved access *Recruitment of students and families
Share responsibility for program outcomes and assist with planning	*Program Monitoring

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Title I will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature


Applicant Signature

11/9/18
Date

11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Title V

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner Title V, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Title V thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Review and comment on the annual 21 st CCLC local evaluation for program improvement	*Program Evaluation
Promote awareness of the 21 st CCLC Program to community	*Increase access *Recruitment of families and students
Provide funding for special arts and cultural performances and programs	*Academic/Arts Enrichment *Promotes family/school relationships

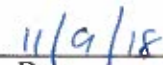
It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Title V will be notified immediately to begin the collaboration of services.



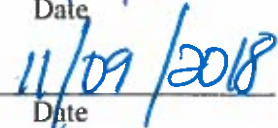
Co-Applicant/Partner Signature



Applicant Signature



Date



Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Keystone Foods Kentucky Division LLC

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Keystone Foods Kentucky Division LLC, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Keystone Foods Kentucky Division thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Promote awareness of program in community	*Increase access to students and families *Recruitment of students and families
Provide chicken for meals during 21 st CCLC family events	*Supports program financially
Provides staff time to attend or work 21 st CCLC family events	*Increases awareness *Supports family/school relationships
Collaborate with 21 st CCLC staff to provide on-site parenting skill building activities at facility	*Increases access to families in need

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Keystone Foods Kentucky Division LLC will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature


Applicant Signature

11/9/18
Date

11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
First and Farmers Bank

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, First and Farmers Bank, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The First and Farmers Bank thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Provides instructors for after-school and summer workshops on finance and banking	*Academic Enrichment *Life Skills
Provides speakers for Career Fairs and volunteers for Reality Town	*Supports program goals *College/Career Readiness
Provides incentives for 21 st CCLC students	*Supports non-cognitive indicators of success
Provides staff time to volunteer for special academic events hosted by 21 st CCLC	*Academic Enrichment

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, First and Farmers Bank will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

Applicant Signature

11-9-18
Date
11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Monticello Banking Company

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Monticello Banking Company, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Monticello Banking Company thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Provides instructors for after-school and summer workshops on finance and banking	*Academic Enrichment *Life Skills
Provides speakers for Career Fairs and volunteers for Reality Town	*Supports program goals *College/Career Readiness
Provides incentives for 21 st CCLC students	*Supports non-cognitive indicators of success
Provides staff time to volunteer for special academic events hosted by 21 st CCLC	*Academic Enrichment

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Monticello Banking Company will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

Applicant Signature

11-9-18
Date

11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
People's Bank & Trust Company of Clinton County

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, People's Bank & Trust Company, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The People's Bank & Trust Company thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Provides instructors for after-school and summer workshops on finance and banking	*Academic Enrichment *Life Skills
Provides speakers for Career Fairs and volunteers for Reality Town	*Supports program goals *College/Career Readiness
Provides incentives for 21 st CCLC students	*Supports non-cognitive indicators of success
Provides staff time to volunteer for special academic events hosted by 21 st CCLC	*Academic Enrichment

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, People's Bank & Trust Company will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

Applicant Signature

11-9-18
Date

11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Kentucky ASAP (Agency for Substance Abuse)

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Kentucky ASAP, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Kentucky ASAP thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:



Partner Agreement Contribution Table

Description of Contribution	Supports
Collaborate with 21 st CCLC staff on various family nights each year (Kinnections, Drug Forums, etc)	*Family Engagement *Supports non-cognitive indicators for success
Promote awareness of 21 st CCLC programming in community	*Recruitment of families and students
Review and comment on annual 21 st CCLC local evaluation for program improvement	*Program Evaluation
Share responsibility for program outcomes and assist with action planning	*Program Monitoring/Implementation

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Kentucky ASAP will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

Applicant Signature


Date

Date

PARTNER AGREEMENT

**Clinton County Board of Education
And
Chamber of Commerce**

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner, Chamber of Commerce, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Chamber of Commerce thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Provides instructors for after-school and summer workshops on finance and banking	*Academic Enrichment *Life Skills
Provides speakers for Career Fairs and volunteers for Reality Town	*Supports program goals *College/Career Readiness
Provides incentives for 21 st CCLC students	*Supports non-cognitive indicators of success
Provides staff time to volunteer for special academic events hosted by 21 st CCLC	*Academic Enrichment

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Chamber of Commerce will be notified immediately to begin the collaboration of services.**


Co-Applicant/Partner Signature

Applicant Signature

11-8-18
Date

11/09/2018
Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Twin Lakes Family Wellness Center

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner TFWWC, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The TFWWC thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:


Partner Agreement Contribution Table


Description of Contribution	Supports
Provide access to pool and fitness equipment during summer camp and other 21 st CCLC special events	*Increase access *Promote non-cognitive indicators of success
Promote awareness of program in community with patrons and families	*Increase access *Recruitment of families and students
Collaborate with 21 st CCLC staff in parent events and summer camp initiatives	*Increase access *Promotes family/school relationships

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, TFWWC will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature


Applicant Signature


Date


Date

PARTNER AGREEMENT
Clinton County Board of Education
And
Youth Services Center

Hereby enter into an agreement to enable the applicant, Clinton County Board of Education, and partner Youth Services Center, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Youth Services Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide basic services or supplies to 21 st CCLC students at risk	*Increase access *Promote non-cognitive indicators of success
Promote awareness of program in community with patrons and families	*Increase access *Recruitment of families and students
Collaborate with 21 st CCLC staff in parent events, student events, and summer camp initiatives	*Increase access *Promotes family/school relationships

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Youth Services Center will be notified immediately to begin the collaboration of services.



Co-Applicant/Partner Signature



Applicant Signature

11/9/18

Date

11/09/2018

Date

21st CCLC Private School Consultation Certification

To the extent consistent with the number of eligible children in areas served by a local educational agency (LEA), educational service agency, consortium of those agencies, or another entity receiving financial assistance under this program, who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

The consultation with private schools must occur **before** the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs, and shall continue throughout the implementation and assessment of activities.

The consultation shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

Applicants must check one box as applicable and certify with an original “wet” signature using blue ink.

- ☐ I certify that, the local educational agency (LEA), educational service agency, consortium of those agencies, or entity, consulted with appropriate private school officials during the design and development of the programs, on the following issues:
 - ☐ How the children's needs will be identified;
 - ☐ What services will be offered;
 - ☐ How, where, and by whom the services will be provided;
 - ☐ How the services will be assessed and how the results of the assessment will be used to improve those services;

21st CCLC Private School Consultation Certification

Page 2

- ☐ The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and

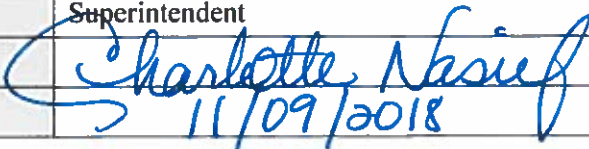
How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers; Authorized Fiscal Agent Name	
Authorized Fiscal Agent Title	
Authorized Agent Signature	
Signature Date	

If Private School(s) will participate, required signatures below:

Private School Name	Authorizing Agent Signature	Signature Date

—OR—

X I certify that there are no private schools identified within the vicinity of the after school service area in which I am required to consult.

Authorized Agent Name	Clinton County School District
Authorized Agent Title	Superintendent
Authorized Agent Signature	
Signature Date	11/09/2018